

CHILDHOOD EDUCATION

Published by the
ASSOCIATION FOR CHILDHOOD EDUCATION
1918 HARFORD AVENUE
BALTIMORE, MD.
and
1201 SIXTEENTH STREET, N. W.
WASHINGTON, D. C.



Vol. VII

DECEMBER, 1930

No. 4

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AND there were in the same country shepherds abiding in the field, keeping watch over their flock by night ~ And lo, the angel of the Lord shone round about them: and they were sore afraid ~

And the angel said unto them:—"Fear not: for, behold, I bring you good tidings of great joy, which shall be to all people ~ For unto you is born this day in the city of David a Saviour, which is Christ the Lord ~ and this shall be a sign unto you: Ye shall find the babe wrapped in swaddling clothes, lying in a manger" ~

And suddenly there was with the angel a multitude of the heavenly host praising God, and saying—"Glory to God in the highest, and on earth peace, good will toward men" ~

And it came to pass, as the angels were gone away from them into heaven, the shepherds said one to another, "Let us now go even unto Bethlehem, and see this thing which is come to pass, which the Lord hath made known unto us" ~ And they came with haste, and found Mary, and Joseph, and the babe lying in a manger ~

Now when Jesus was born in Bethlehem of Judea in the days of Herod the king, behold, there came wise men from the east to Jerusalem saying ~ "Where is He that is born King of the Jews? ~ For we have seen His star in the east, and are come to worship Him" ~ And lo, the star, which they saw in the east, went before them, till it came and stood over where the young child was ~ When they saw the star, they rejoiced with exceeding great joy ~

And when they were come into the house, they saw the young child with Mary, His mother, and fell down, and worshipped Him: and when they had opened their treasures, they presented unto Him gifts: gold, and frankincense, and myrrh ~

Luke II, Verses 8-16

Matthew II, Verses 1, 2

Matthew II, Verses 9-11

CHILDHOOD EDUCATION

For the Advancement of Nursery—Kindergarten—Primary Education

Vol. VII

DECEMBER, 1930

No. 4

Teaching Safety to Younger Children

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Teachers College, Columbia University

HOW shall we teach safety to our younger children? This is a question many teachers in kindergartens and elementary grades are asking. For the machine age with the remarkable increase of motor vehicles on our streets and highways and the congestion of our population in cities has brought a new responsibility to our schools. Children are living in a dangerous world today. The schools must do what they can to teach and cultivate good safety habits and attitudes.

Shall we depend upon negative instruction—"Don't do this" and "Don't do that?" A teacher writes me that she is discouraged about her safety program. She says that she is constantly after her children telling them what to do and what not to do. But in spite of this they go out and soon as they are away from the school they "hitch" rides, dash across the street, play in the streets and do nearly everything that she tells them not to do.

Now, negative instruction without a follow-up is very transient with children. If we are to use negative instruction it

should be followed by positive suggestions. Better still, it should be reenforced by explanations, by stories as to the effect of wrong doing, by testimony from the pupils themselves as to the dangers of the streets. Not "Don't play ball on Main St." but rather, "Where are there some good safe places to play?" "What games should we play?" "Why is it best not to play on Main Street?" By all means use the story method of teaching safety. It is singularly effective and convincing.

Good safety habits are formed as a result of practice. Why not use practice exercises in the school room or better still at the crossing or in the playground. Practice crossing the street, using the playground apparatus in the safe way, marching for the fire drill, sharpening the pencil or using sharp instruments in the right way. A safe person is not one who has a lot of information about safety but on who has good safety habits.

Games are also very useful in teaching safety. Play "The Policeman," "Crossing the Street," "The Lost Child," "Coming to School," "A Helping Hand" or "The Good Samaritan". Dramatiz

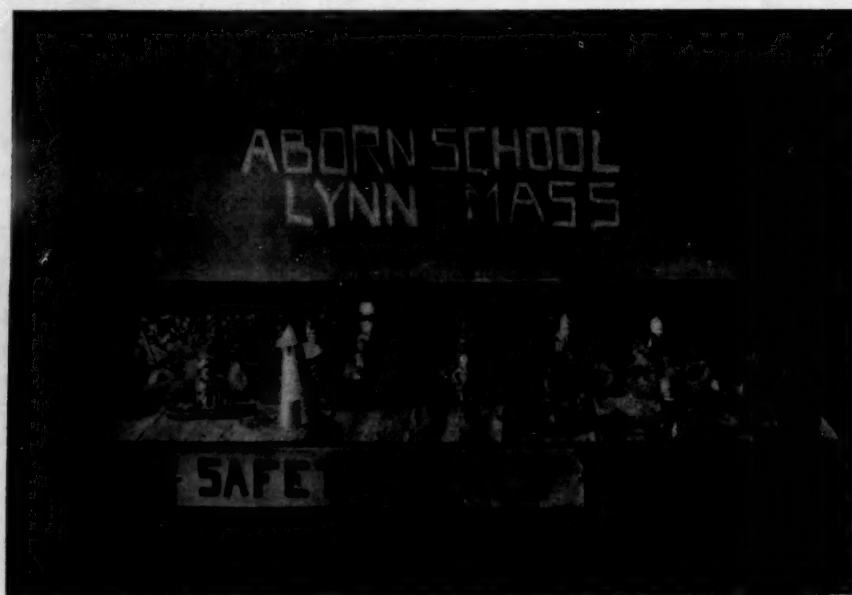
your lessons whenever you can. Have the children make up plays or demonstrations for the classroom or assembly. Have them write stories and act them out. Next to actually having a first hand experience with certain dangers, seeing someone else dramatize experiences is perhaps next in effectiveness in teaching safety. We must remember that safety does not mean destroying adventure, so encompassing children with restrictions that they cannot have adventure. It means rather substituting good adventures for bad, providing mild experiences so that children may see the dangers of certain hazards in life.

What shall we do about rules and regulations and slogans and pledges? Perhaps some of them are necessary but let us not depend upon them or substitute them for real safety teaching. If we are to have rules let us see that they are explained. Let's make safety a part of our activity program—activities for the playground and the excursion, activities for the project and industrial arts. Have the children make sand table models of safety on the street, safety in the water, or

safety in coasting. Have them make pictures and write stores about their experiences. Show them how to handle their tools—saws, hammers and scissors.

Make your safety instruction seasonable. September is a good month for emphasizing street and highway safety. October for fire prevention. November for gas and electrical dangers. December and January for Winter sports. May for hiking and camping dangers. June for emphasizing safe play and learning to swim. Find out what your children are doing that is unsafe. Locate the hazards in your community and then strike directly at these hazards and bad safety habits of the children.

Some very good readers that stress safety are now available. Posters and lesson plans are also distributed by national and local organizations. All of these are useful to the teacher in planning her work. Then too a good school should have it's Safety Patrols. It is really remarkable to find out that during the last year there were almost no accidents reported at schools where patrols are on duty. It is a splendid thing to



LYNN, MASSACHUSETTS



SAN FRANCISCO, CALIFORNIA



SAN FRANCISCO, CALIFORNIA

see the older boys practicing good citizenship by regulating the traffic within the school building, on dangerous crossings and in the playgrounds. By all means include the Patrol in your program.

Safety is serious business. The whole community is vitally interested in it. The

school age. Some force must be operating here to effect this decrease. While there has been a steady rise in the accident toll for adults, there has been a marked decrease in child fatalities. But we have a long way to go! Last year there were over 18,000 children who lost their lives



BATTLE CREEK, MICHIGAN

Police, Fire and Health Departments of the community are ready to help. Automobile Clubs, Safety Councils, Railroads, The Red Cross and other national and community agencies know that the strength of the safety movement lies in the program of education. Parents who may not be very much concerned with the progress of their children in school subjects are fundamentally concerned that their children be healthy and safe. So the safety work in the schools becomes the backbone of the whole safety movement.

Is safety education in the schools successful? Study these facts! During the last three years while street and highway fatalities for adults had *increased* 25 per cent and those of pre-school children 10 per cent, there has actually been a 10 per cent *decrease* in fatalities of children of

besides several million who were injured. Many of these accidents were preventable. There are still many schools where there is little or no teaching of safety and countless others where the teaching is relatively ineffective in changing children's habits. Let us try to improve our teaching—placing less emphasis on methods relatively ineffective and more emphasis on methods that have proven values.

In conclusion, when planning your safety lessons for the elementary school stress the methods that are given in the left hand column below. These are most valuable in forming safety habits. Don't worry so much about the methods in the right hand column. They may have some value but usually receive too much stress anyway.

Effective

Actual experiences
Practice exercises
Stories
Dramatization
Safety games
Mild experiences
Sand table projects
Shadow pictures
Motion pictures
Poster lessons
Safety patrols
Reading safety stories

Less Effective

Negative instruction
Using threats
Cultivating fears of dangers
Trying to correlate safety with arithmetic or writing (Far fetched correlations)
Learning slogans or pledges
Positive suggestions without explanations

Teachers who want further advice or suggestions regarding the important subject of safety may secure excellent material from the Education Division, National Safety Council or from the revised report "Health Education", published jointly by the National Education Association and the American Medical Association. The report of the Safety Education Committee of the White House Conference on Child Health and Protection will also be helpful in planning a safety program.



SPRINGFIELD, MASSACHUSETTS



BLOOMINGTON, ILLINOIS



LOUISVILLE, KENTUCKY

A Christmas Unit

ELSIE BEAM, *Chairman*; FLORENCE CASSIN, CATHERINE DEUSER, MARGUERITE
RENSHAW, LYDIA STIERLE, *Committee*.

Louisville, Kentucky.

- I. Inventory of Interest
- II. Inventory of Experience
 - A. First Hand:
 - 1. Excursion
 - 2. Experiments
 - B. Vicarious Experiences:
 - 1. Floor Blocks
 - 2. Stabuilt
 - 3. Small Blocks
 - 4. List of Toys to Buy
 - 5. Pictures
 - 6. Books
 - 7. Stories
 - 8. Poems
 - 9. Songs
 - 10. Rhythms
- III. Creative Expression:
 - A. Language
 - B. Fine and Industrial Arts:
 - 1. Gifts for Mother
 - 2. Gifts for Father
 - 3. Toys to make for Brother, Sister, Toy Shop, etc.
 - 4. Room Decorations
 - 5. Christmas Tree Decorations
 - 6. Free Painting and Drawing
 - 7. Free Cutting
 - C. Dramatic Play
 - D. Original Songs and Poems
- IV. Possible Outcomes:
 - A. Knowledge
 - B. Attitudes
 - C. Habits and Skills
- V. Books and Magazines for Teachers.

I. Inventory of Interest:

Children telling of visit to see Santa Claus:
Toys at the stores.
Decorations in the stores for Christmas.
Buying and making gifts at home and other preparations in the home for Christmas.
Toy shop in school neighborhood.
Toys in the Kindergarten.
Toys brought from home to play with in Kindergarten.
Toy and gift catalogs.

Newspaper advertisements and clippings.
Children writing letters to Santa Claus.
Santa Claus' Radio Program.
Christmas Bazaar and Entertainment at Church and School.
Parks and City preparing for Christmas.
Magazine pictures collected by the children and by teacher.
Weather condition—Snow.

II. Inventory of Experiences teacher may have with children:

A. First hand experiences:

- 1. Excursion, group or individual or both, to see Santa Claus at Department Store.
A visit to see toys at store in school neighborhood.
Excursion to buy Christmas tree at Grocery Store.
Purchasing tree direct from man who brings them in from the country.
Visits to other classrooms to enjoy their Christmas programs, to see tree and room decorations, and to wish them joy during the Christmas Season.
Entertaining other classes with songs, rhythms, etc., who visit the Kindergarten.
Making snow-man, playing in snow, coasting, sliding, etc.
- 2. Experiments:
Making Christmas cakes.
Popping Corn.
Melt Ice and Snow.
Observe snow flakes on dark coat, size and shapes.

B. Vicarious Experiences:

- 1. Use of big Floor Blocks in constructing the following:
 - a. Toy Shop and Gift Shop with windows and roof. Toys displayed in windows and in shop. Shop decorated with chains, bells, and Christmas greens. Large Santa

- inside to talk to children. Toys and gifts in the store include those made by children, mechanical toys brought from home and toys in the Kindergarten room. See list of toys which can be bought and those which can be made by the children.
- b. Interior of Store:—Shelves and Counter with toys and decorations used similar to the above shop.
 - c. Santa and Sleigh: Large sleigh and reindeer. Horse lines on reindeer. Free drawing of cardboard sheds for reindeer. Collection of toys and gifts in the room and some of those made by the children, arranged in sleigh. Santa's suit made of red outing flannel and cotton. Bag of cambric filled with toys.
 - d. Aeroplane for Santa: Large floor blocks, large enough for two or three children, two wings, propeller and cabin with two seats. Arrange toys in plane. Suit for driver.
 - e. Santa's House and Work Shop: Floor blocks, toys for shop. Reindeer, sleigh, snow on house.
 - f. Large toys with floor blocks: Train, Auto, Truck, Aeroplane, Doll-house, Table, Chairs, Bed.
 - g. Fireplace: Build with large blocks, cover with red brick-paper made by children (large red paper and chalk). Candle-sticks and clock on mantle or large Santa Claus going down chimney. Hang up stockings. (Sometimes Santa leaves a little candy in stockings for children or perhaps a new book or toy for the room.) Rug in front of fireplace made of burlap. Andirons and logs made by sawing up small cedar trees. Electric light bulb in fireplace to represent fire. (The above floor block constructions have possibilities using orange crates and tables, if blocks are not available.)
2. Use of Stabuilt Blocks: Aeroplanes, tables, chairs, beds, trains and signals, boats, horse and wagon, auto, Santa's sleigh. Free cutting of dolls for furniture. Free cutting of reindeer for sleigh.
 3. Small blocks: Houses, two and three story, large chimney for Santa. Snow on roof. Free cutting of toys to deliver to houses. Boats, trains, doll furniture, garage.
 4. Toys: Domestic Animals \$1.50 Milton & Bradley, Springfield, Mass. Instruments for Toy Symphony: Silver's 5c, 10c, and \$1.00 Store
- | | | |
|---------------------------------|-------------|--------|
| Drums | .25 | |
| Horns | .05 and | .10 |
| Wagon | .25 and | \$1.00 |
| Chime-a-phone | .25 and | \$1.00 |
| Rocking Chair | 1.00 | |
| Cradle | 1.00 | |
| High Chair | .25 and | .50 |
| Table | .50 | |
| Dresser, Chest of | | |
| Drawers, Stove, | | |
| Kitchen Cabinet | 1.00 each | |
| Bassinett | .25 | |
| Doll | .25 | |
| Telephone | .25 | |
| Reindeer line | .10 and | .25 |
| Cash Register | \$1.00 | |
| Dishes | .10-.25-.50 | |
| McCrory's 5 and 10c Store: | | |
| Celluloid Reindeer | .10 | |
| Aluminum Baking | | |
| Sets | .10 | |
| Cooking Utensils | .10 | |
| Bus, Truck, Aero- | | |
| plane | .25 each | |
| Train and Track | .10-.25 | |
| Bus | .10 | |
| Balls | .25 | |
| Metal Toys | .10 | |
| China Dolls | .05 | |
| Washing Outfit | .10 | |
| Newberry's 5 and 10c Store, and | | |
| \$1.00 Store: | | |
| Large Table | \$1.75 | |
| Chairs | \$1.29 | |

5. Pictures:

The Madonna of the Chair
—Raphael
Sistine Madonna —Raphael
The Christ Child —Ittenbach
The Deer Family & Others

—Landseer
Camel —Raphael
Chorister Boys —Anderson

Pictures from:

Good Housekeeping

Home Journal

Pictorial Review

Child Life

American Childhood

See Catalogues from Perry Co.,
Malden, Mass.

Catalogues of Prints & Pictures in
color from Art Extension Society,
—the Art Center,—65 East 56th
St., N. Y. C.

Pictures in Color—Harter's School
Supply Co., 2046 E. 71th St.,
Cleveland, Ohio.

6. Books:

Night Before Christmas—50c and
\$1.00—W. K. Stewarts

Raggedy Ann and Andy—\$2.00
each—W. K. Stewarts

Books of Toys—10c—Kresge's

Night Before Christmas—10c—
Kresge's

Garden of Verse—10c—Kresge's

The A to Z Book—10c—Kresge's

Catalogues from Sutcliffes and
Belknaps

7. Stories:

The Story of the Christ Child—
The Bible, Luke 2:8-20

The Little Fir Tree—Stories to Tell
to Children—S. C. Bryant

Golden Cob Webs—Best Stories to
Tell to Children—S. C. Bryant

The Christmas Tree That Lived—
Stories to Tell the Littlest Ones—
S. C. Bryant

The Velocipede That Went by It-
self—Stories to Tell the Littlest
Ones—S. C. Bryant

The Christmas Gift—New Stories
of Sara C. Bryant

The Elves and The Shoemaker—
New Stories of Sara C. Bryant

Star Dollars—How to Tell Stories
to Children—S. C. Bryant

Why the Evergreen Trees Keep
Their Leaves in Winter—How to
Tell Stories to Children—S. C.
Bryant

Santa Claus, Snow Man, Snow Ball
—Story Garden by Maud Lindsay

The Christmas Stocking—More
Mother Stories—Maud Lindsay

Piccola—In Poems for Little Men
and Women

Gingerbread Boy

The Pan Cake

A Funny Thing—Wanda Gog

Billy's Visit to Santa Claus—Manu-
script

Wee Robin's Christmas Song—
Story Teller's Book—O'Grady &
Throap

Christmas Eve—Teacher's Story
Teller's Book—O'Grady & Throap

Christmas Morning—Teacher's Story
Teller's Book—O'Grady & Throap

The Christmas Tree—Teacher's
Story Teller's Book—O'Grady &
Throap

The Three Little Christmas Trees
That Grew on the Hill—Teacher's
Story Teller's Book—O'Grady &
Throap

The Rag Doll's Christmas—Happy
Tales for Story Time—Skinner

The Blue Dishes—Manuscript

Santa Claus and His Cat—Manu-
script

The Snowflake and the Leaf—For
the Children's Hour—Bailey

Mrs. Santa Claus—For the Chil-
dren's Hour—Bailey & Lewis

A Visit to Santa Claus Land—Chil-
dren's Stories—Esenwein & Stock-
ard

The Little Green Elf's Christmas—
Stories & Rhymes—S. C. Bailey

The Nest That Hung on the Christ-
mas Tree—C. S. Bailey

Sandman Christmas Stories—Walker

The Boy Who Wanted to Go to
Santa Claus Land—Some stories
and How to Tell Them—Wyche

The Old Woman's Xmas Tree—
Mother Goose Village

8. Poems:

The Night Before Christmas

Santa Claus and the Mouse—Pouls-
son

- The Snowman
 Normal Instructor, December, 1929
 Children's Poetry—Page 51, Selection 70
 A Christmas Party—Poems for Children's Hour—Bouton
 Sugar Plum Tree—Poem for Children's Hour—Bouton
 A Christmas Carol—Poem for Children's Hour—Bouton
 What the Christmas Tree Thinks—Children's Hour—Bouton
 Coming of Mary Louise—Children's Hour—Bouton
 Christmas Morning—"Under the Tree"—by E. M. Roberts
 Christmas Song—The Yellow Poem Book—4th Grade
 Ice—In Everything and Anything.
 Winter Time—Robert Louis Stevenson
 Some Mother Goose Rhymes (Ride a Cock Horse—Jack Horner, Hip-pity Hop to the Barber Shop)
 Ball for Baby
 Picolla
 Pretty Dollies—Sleepy Time Tales—Gould
 Lollypops—Sleepy Time Tales—Gould
 In the Week When Christmas Comes—Come Christmas—Eleanor Fay-lon
 Earth and Sky—Eleanor Faylon
 A Carol for Christmas Eve—Eleanor Faylon
 North Wind Doth Blow—Mother Goose
 Snow—Mary Mapes Dodge
 The Star—Jane Taylor
 Christmas Song—Lydia Avery Coon-ley Ward
 Cradle Hymn—Martin Luther
 Hang Up the Baby's Stocking
 The Best Tree of All
 What Would You Say?
 A Lunch for Santa Claus
 Gift—Christine Rossetti
 Block City—R. L. Stevenson—Child's Garden of Verse
 Ole Wind—Christine Rossetti—Sing Song
 General Store—Rachel Field in Taxis and Toadstools
 It Must be Fine to Stand and Sell—Days & Days
 What the Stocking Said—Dorothy Aldis—Everything & Anything
9. Songs:
 Step a Song Book—
 Roll the Song
 Toys, Toys, Toys—(Tune—Hot Cross Buns)
 Dollies
 In a Lonely Stable
 Shepherds
 The Kings
 Hartley Book—
 Snowflakes
 Dann Book I
 Gingerbread Boy
 Toy Man
 Christmas Tree
 Winter Time
 Dolly
 Universal Book
 Santa Claus
 Jack Frost
 The Secret
 Songs of Child Hood
 My Doll's Lullaby
 Christmas Day
 Little Songs for Little People
 Christmas Time
 Christmas Eve
 Bells
 Short Songs for Small Singers
 Quiet Santa
 Introductory Music Book
 Christmas Bells
 Manuscript Selections
 Santa Claus—Mrs. Seay
 Choo, Choo, Choo—Train Song
 Santa Claus is Coming—Hartley
 Jingle Bells—Hartley
 Jingle, Jingle Comes Kris Kingle
 Round and Round the Christmas Tree
 Santa's Workshop
 Normal Instructor, December, 1929
 Ringle, Tingle, Ding—Fryberger
 Songs to Sing to Children or Play on Virola:
 Holy Night
 Little Town of Bethlehem
 First Noel

Luther Cradle Hymn
Jingle Bells

10. Rhythms with suggested Musical Selections:

Santa's Toy Shop

Soldiers—Parade of Wooden
Soldier—Schumann's Soldier
March

Bears—Arnold

Elephants—Hofer Vol. 2—Clown
Elephant; Crawford—Elephant

Ducks—Hofer Vol. 1

Dolls—Dann, Crawford & Fogg;
Rhythms of Childhood

Jack in Box—Rhythms of Child-
hood

Train Song—Choo, Choo—
Rhythms of Childhood

Rocking Horse—Rhythms of
Childhood

Reindeers—Any run an octave
higher

Aeroplanes—Ding, Dong, Bell,—
Chimes of Normandy

Tops—Sailing, Sailing

Clowns—Rhythm Band Series,—
Bleking Dance

Skating—St. Alban Waltz

Christmas Fairies—Brownie Skip
—Hofer

Jumping Jack—Hornpipe—Uni-
versal

Drums—Boom, Boom (Manu-
script)

Raggedy Ann—March of Sleepy
Heads

Raggedy Ann—Arnold Book

Throwing Snowballs—Arnold

See-Saw—Dann

Swings—Barcarolle from Tales of
Hoffman

Reindeer & Sleigh—Run—or
Jingle Bells

Pulling Sleds up Hill—Arnold

Snow Flakes—Waltz

Bouncing Ball—St. Alban

Kiddie Kar—Universal (Kiddie
Kar Song)

Ringin' Church Bells

Orchestra—Drums, Violins, etc.

III. Creative Expression:

A. Language:

1. Adding new words to vocabulary through conversation, organized

group discussions, original poems,
songs, and stories.

2. Relating
experiences—

down town
shop windows
talking with Santa
toy stores
Street illuminations
decorations
hearing Santa over
radio

3. Tell what children would like Santa to bring them.
4. Discuss suitable gifts for members of family.
5. Discuss room decorations, and preparation for Christmas at home.
6. Have children tell stories from Christmas pictures in room.
7. Recite Christmas poems—jingles from books—some heard over the radio.
8. Write letters to Santa Claus and to children who are ill.
9. Receive answers from Santa and read them in Kindergarten.
10. Draw Christmas pictures and tell stories about them.

11. Discussions

Block work—form—
material—how to
build.
Santa's Sleigh—Where
to build the store.
Ways of getting down
town—Toy making.

12. Plan celebration in room.

13. Planning Christmas for the Birds.

B. Fine and Industrial Arts:

Planning, Making and Wrapping Gifts:

1. Gifts for Mother—

Pin and thread holder—Block of
wood; nails, cork; paint and de-
corate.

Thread holder: Wood 6" x 2 x $\frac{3}{8}$ ",
meat skewers about 3" long. Bore
holes in wood, fasten meat skewers
in with a little glue or put meat
skewers in small spool and glue
on wood. Paint and decorate.

Pin Tree: Wood, spool, cork, paint,
and put pins in cork.

Pin Tray: Clay—Block to aid with
shape of tray, paint and shellac.

Needle Case: Red or blue cambric,
white flannel inside, all edges
notched; decorate with seals.

Red Bristol Board Case, red flannel inside; decorate with seals. Circle double at top. Oil cloth or cambric for cover, outing flannel inside. Decorate with seals, tie with zephyr.

Work Basket: Wooden tray, paint and decorate. Flannelette pieces for pins, needles, etc.

Button Box: Round ice cream or oyster container, paint and decorate. Clay bead or round button wired on top for opening.

Stamp or Button Box:

Small match box or pill box covered with bright construction paper or envelope linings and seals.

Twine Holders:

Block of wood, meat skewer, spool, or bore hole in wood, fasten skewer in with a little glue.

Shopping Bag: Large paper bag, string for handle, picture.

Shopping Pad: Pads purchased at 5 and 10c Store. Cover with construction paper, or oil cloth, decorate with seals.

Telephone Pad: Same as above, but purchase larger pads, or red or green paper 6" x 8". White for pad 6" x 6". Fold red paper over at the top, decorate with seals or pictures. Tie with cord at top. Name—No.—

Candle Holders: Clay, enamel, red candles (2 for 5c).

Candle Sticks: Wood, wooden end and candles—Decorate.

Book Ends: Wood, paint. Seals or picture for decorations.

Vase:

1. Clay, paint and shellac.
2. Enamel mayonnaise or pickle jar.
3. Jar covered with all shapes of colored chain paper, or envelope linings. Shellac.

Wall Pocket:

1. Cocoa box covered with prang paper and picture. Hole in one side for hanging.
2. 1½ large circles about 8" in diameter, cut from Chicago Board, fastened together with

paper fasteners. Decorate with seals.

3. Pie-plates, yarn, picture, tissue paper.

Handkerchief Holder:

Red cardboard 10" x 7", covered with silver paper, bind edges with sticky paper. Tie two edges together.

Picture:

1. An appropriate picture mounted on bristol board. Fold so picture will stand.
2. Group picture of children in Kindergarten. Mount in folder, or as above.

Bird Sticks:

Cardinal, Robin, cut from cardboard, nail on stick.

Butterfly Stick:

Small clothes-pin, crepe paper.

Push crepe paper in clothes-pin, wire on a stick.

Recipe Book:

1. Mount recipes and pictures of same which have been cut from magazines. Use bristol board or oil cloth for cover.
2. Book with blank paper to write radio recipes. Envelope pasted in back for miscellaneous recipes and clippings.

Can for Tea:

Small coffee can, enamel and decorate.

Hot Pan Holder:

Unbleached muslin, design put on with crayon and ironed in, line with outing flannel, over-cast with yarn, loop for hanging.

2. Gifts for Father:

Calendar:

1. Wood, two pieces 3½" x 2", calendar pad, stain and shellac.
2. Elephant Calendar—Gray Chicago Board, calendar pad on blanket, either stand on block of wood or tie with twine to hang up.
3. Christmas tree of cardboard or blotter, calendar pad for base of tree. Decorate tree with free cut ornaments
5. Black cat—Brad for eye, calendar pad, wood base.

Calendar or Match Scratch:

Chicago Board, calendar pad or sand paper, old Christmas cards, ribbon or twine for hanging.

Match Scratch:

Bell shaped Chicago Board, small box of Safety Matches, sand paper, Christmas seals.

Match Holder:

Block of wood, wooden paper end, small piece of sand-paper—Stain and shellac.

Pipe Knockers and Ash Tray:

Top of oyster or cheese container, glue large cork in center, paint and decorate with Christmas seals.

Ash Tray:

Clay, paint, shellac and decorate.

Match Box:

Cover top and bottom of small box with silver paper or envelope linings.

Safety Matches:

Cover with construction paper or linings of envelopes. Decorate with Christmas seals.

Blotter:

Red construction paper $3\frac{1}{2}$ " x 6". Decorate with picture, (post-card) and seals. Red or green blotters fastened to cover.

Tie Rack:

1. Two squares of wood $2 \times 2 \times \frac{3}{16}$ ", hole in center; insert large flag stick 8" long. Paint and hang with zephyr or ribbon.
2. Flag stick about 8" long, spool fastened at each end. Stain and hang with ribbon.
3. Large spool—paint and shellac. Decorate with seals and zephyr.

Book Mark:

Construction paper 9" long, picture or Christmas card.

3. Toys:

Dolls—clothes-pin; cambric, red flannel, paste sticks for arms.

Large Dolls—18" cut from heavy tag board. Dress in crepe paper or wall paper.

Dolls: Paper bags and dress in tissue paper, cambric, etc.

Doll's week-end Bag:

Prang paper doll outfit (free cutting).

Doll Furniture: Bed, dresser, arm chair—large chocolate boxes from lunch room. Paint and decorate with wall paper.

Doll Buggy: Match box, thread or long narrow box, milk caps, free cut dolls.

Doll Cradle: Oat box—paint or cover with wall paper. Blanket, sheets, and spread—free cut doll.

Wash Board and Tub: Large cheese carton, or large oat box, wood, corrugated paper.

Dishes:—Clay.

Jointed Animals: Bears, elephants.

Animals on spools or blocks of wood. Elephant, horse—Tail and mane of horse of black oil cloth.

Hobby Horse, Rocking Horse, duck, stuffed animals, bean bags.

Tinker Toys:

Pill boxes, or milk caps, or colored circles.

Drums—Oat Box.

Yo-Yo:—Button molds and sticks.

Horns:—Silver or gold paper, or striped paper, free drawn by children.

Bears on sticks—Watches (faces cut from magazine clocks).

Sled—Wood or box.

Santa's Sleigh and Reindeer: Match box, card board, inside of match box can be pushed out and filled with free cut toys.

Aeroplane—Wood or boxes.

Rocking Horse:—Horse, cut double strips of Chicago board for rocker. Horse fastened with small flag sticks in feet and slip under strip of cardboard. Little man, cut double, fasten on horse with string

Picture Books for Kindergarten children who are ill, or for children at Hospitals:

Attractive pictures brought from home, mount on red cambric or bristol board. Wrap package of

books in appropriate paper and seals. If possible, groups of children and parents, or group of children and teacher deliver package.

4. Room Decorations

1. Black Board Borders:

Santa Claus, Sleigh and Reindeers—Stencil from Central School Supply Co.

Panels:—I Workshop—II Night Before Christmas—III Journey—IV Christmas Day. (These are built up posters from Central School Co.)

Panels:—I Babe in Manger—II Three Wise Men—III Shepherds. (These are built up posters from Central School Co.)

Toys drawn on board with chalk and calcimino.

Toys cut from Picture book.

Christmas trees in red tubs forming border.

Dennison paper border.

Christmas Tree drawn on black board decorated with toys and ornaments cut by children.

Fireplace drawn on blackboard. Children cut stockings and hang on mantle shelf.

Santa Claus pack drawn on board filled with free drawn and free cut toys.

Large Santa and Aeroplane drawn on board.

Snow scenes, houses, church, etc. Cut Out Toys—Milton Bradley Co.

Christmas Poster Patterns—Milton Bradley Co.

Santa Claus Cut Outs—Milton Bradley Co.

Catalogue—Milton Bradley Co., Springfield, Mass.

2. Large Christmas Poster for room decoration. Large card-board Santa—Christmas saving advertisement. Large Santa and fire-place from Colgates. 20" Santa and Christmas Tree, W. K. Stewarts—25c each. Poster from Interwoven Stocking Co.

3. Evergreens:

Wreaths for door and windows

made from cedar, holly or pine branches and sprinkled with tinfoil icicles. Baskets and vases filled with evergreens. Tinfoil icicles, sprinkled on these and also sprinkled on evergreens arranged behind pictures.

4. Miscellaneous room decorations:

Red and green or silver and white chain hung with icicles, arranged around room and from electric lights. Bells hung from electric lights. Flower pots covered with Christmas paper and poinsettias in ferns.

Shelves in room holding Christmas scenes.

Village scene—church, houses.

Tissue paper curtains with Christmas borders. Play corner decorated with chains, bells, small Christmas tree decorated for dolls. Small wreaths hung in play house windows. Fireplace in doll house.

Paper bags, decorated by children to hold presents made by children, hung around wall.

Christmas Transparencies—very attractive. (4 in set—\$1.50—Educational Playthings, New York.)

5. Christmas Tree Decorations:

Chains of gold and silver paper, chains of yellow and purple and white and red and green.

Lanterns, horns, bells. Stars covered with tinfoil paper, icicles hung over star. Paper roll, covered with bright paper and tinfoil icicles.

Tinker toy dolls. Jointed Santa Claus, cotton or fur. Small boxes covered with bright paper, icicles fastened in box. Large circle covered with fringed tissue paper or envelope linings; icicles fastened to center. Stockings—paper or buckram, electric lights.

Christmas Tree for Birds: bread, suet, popcorn and cranberries.

6. Free Painting and Drawing:

Christmas Tree, toys, Santa Claus, Houses covered with snow, Snow

Man, color paper for horns and ornaments.

7. Free Cutting: Reindeer, Santa Claus, toys, and ornaments for board Christmas tree, dolls. Other free cutting incidental to block construction and art work.

C. Dramatic Play:

Home, children asleep, visit of Santa Claus.

Santa, sled, and reindeer, brings toys to children.

Going to the toy store to buy gifts.

Acting like some toy and having children guess.

Santa Claus in the toy store and talking to children.

Mother and children getting ready for Santa.

Putting dolls to bed—bringing toys at night.

Toy store with toys made by class.

Sell these toys to first four grades.

Santa Claus packs sleigh—sleigh made of chairs, reindeers, boys, bells.

Christmas morning—children hang up stockings the night before.

Playing in front of fireplace—sit on rugs to read and tell stories—put mats by fire at rest time.

Played Santa while wrapping gifts for Waverly Hill store.

Fixed tables, decorated stands.

In the Airplane.

Dramatize—"The Little Fir Tree."

The Toy Man—Adaptation of Muffin Man.

Merry Christmas—found in Classroom Teacher 4:125.

Shoemaker.

D. Original Songs and Poems:

SANTA CLAUS

Santa Claus is on his way
Coming from far, far away,
He'll bring you many toys,
If you're good girls and boys.

RAGGEDY ANN

Raggedy Ann, Raggedy Ann,
She looks like a real doll,
But she's only rags.

IV. Possible Outcomes.

A. Knowledge:

Some knowledge of the historical meaning of Christmas.

Learn to discriminate in making gifts for different people.

Knowledge of materials best suited for decorations and gifts.

Recognize and learn names of evergreens used at Christmas—Mistletoe, holly, cedar, pine.

The kind of Christmas tree they had purchased.

Knowledge of change of seasons and names of seasons.

Knowledge of the desires of other children at Christmas time.

Recognize and know the Christmas colors.

B. Attitudes:

Feeling of the spirit of Christmas.

Pleasure and joy in the anticipation of Christmas.

Joy and pleasure in preparing and participating in celebration.

Enjoying fragrance and beauty of tree before and after decorating.

Joy in sharing toys.

Appreciation of other's work.

A desire to work with others to a common end.

A desire to do, to attack new problems and materials.

Fun and joy in knowing and keeping a secret.

Thoughtfulness of others, birds and animals.

Happiness and joy in giving and doing for others.

Reverence for the real Christmas Story.

Right attitudes toward Store Keeper.

Feeling of joy in clay, the plastic material, and satisfaction of being able to make gifts and carry out own plans.

Joy in painting a Snow Man or Christmas Tree.

Realization of the wide use of wood in everyday life.

Appreciation of pleasing effects thru color and placing development of a sense of feeling for neatness, beauty and order.

C. Habits and Skills:

Increased power of attention shown in ability to concentrate on a series of related ideas and activities.

Increased ability in asking and answering questions.

Planning and executing work.

Waiting turn, and having a turn.

Working and playing together.

Increased ability to relate and organize experiences

Ability to share toys and materials.

Orderly care and handling of materials.

Ability to make simple design.

Increased technique.

Skill in getting clear, bright colors.

Habits of good workmanship.

V. Books and Magazines for Teachers:

Conduct Curriculum for Kindergarten and 1st Grade—Burke.

Language & Literature in Kindergarten and 1st Grade—Troxell.

Music for Young Children—Thorn

The Beginnings of Art in the Public Schools—Mathias.

(Above books from Scribner's, New York, N. Y.)

An Inventory of Habits of Children from 2 to 5 years of age—Andrus.

(Price 50c—Bureau of Pub., Teachers College, Columbia University, N. Y. C.)

Childhood Education—1201 16th St., N. W., Washington, D. C., \$2.50 per year.

Child Life.

Kindergarten and 1st Grade Magazine, \$2.00 per year.

(Milton Bradley Co.)

My Picture Study Book—Grade I.

(Harters School Supply Co., Cleveland, Ohio.)

THE LITTLE BLUE DISHES

(Manuscript Author Unknown)

Once upon a time there was a poor wood cutter who lived with his wife and three children in a forest in Germany. There was a big boy called Hans and a little boy named Peterkin and a dear little sister named Gretchen just five years old. Christmas came

and the children went to the toy shop to look at all the toys. (Enumerate toys). "Gretchen," said Peterkin, "What do you like best here?" "Oh! that little box of blue dishes," said Gretchen. "That is the very best of all."

On Christmas Eve the children hung up their stockings although their mother had said that they were so poor they could not have much this Christmas. Hans ran out after supper to play with the big boys. Gretchen and Peterkin sat talking before the fire about the Christmas toys and especially about the box of blue dishes. By and by Gretchen ran off to bed and was soon fast asleep. Peterkin ran to look in his bank. Only one penny, but he took it and ran quickly to the toy shop. "What have you for a penny?" said he to the toyman. "Only a little heart with a picture on it," said the man. "But I want that set of blue dishes," said Peterkin. "Oh, they cost ten cents" said the man. So Peterkin bought the candy heart and put it in Gretchen's stocking and then Peterkin ran off to bed.

Pretty soon Hans came home. He was cold and hungry, and when he saw Gretchen's stocking he peeked in, then put his hand in and drew out the candy heart. "Oh," said Hans, "how good this smells," and before you could say a word he had eaten the candy heart. "Oh dear," he said, "that was for Gretchen for Christmas. 'I'll run and buy something else for her," so he ran to his bank and he had ten pennies (count them). Quickly he ran to the toy store. "What have you for ten pennies?" he asked the storekeeper. "Well, I'm about sold out," said the toyman, "but here in this little box is a set of blue dishes."

"I will take them," said Hans, and home he ran and dropped them in Gretchen's stocking, and then he went to bed.

Early in the morning the children came running down stairs. "Oh!" said Gretchen, "look at my stocking," and when she saw the blue dishes she was as happy as could be, but Peterkin could never understand how his candy heart changed into a box of blue dishes. Can you?

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More Suggestions for the Kindergarten-Primary Classroom

EDWINA FALLIS

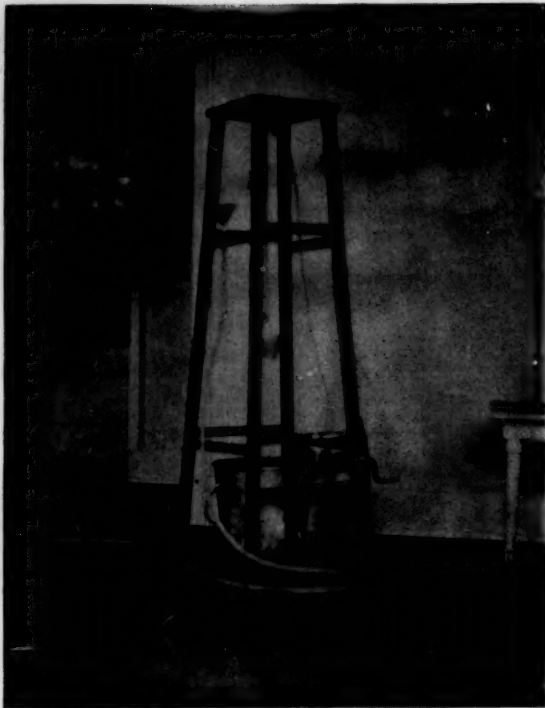
Kindergarten Teacher, Denver, Colorado



A Merry-go-round made from an old automobile wheel.

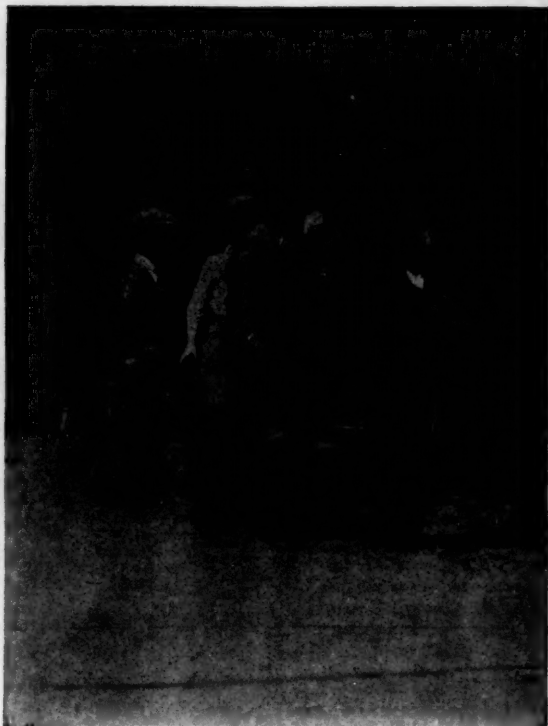
The base of the merry-go-round is made of two pieces of 2" x 4" pine wood, crossed in the middle with boards nailed on for the platform. An iron pipe fastened to the base by means of a flange forms the axle for the wheel. Ball bearings are laid in a groove around the base of the axle. A round platform is bolted to the wheel with stove bolts and four casters are fastened underneath to support the children's weight and keep the wheel running true.

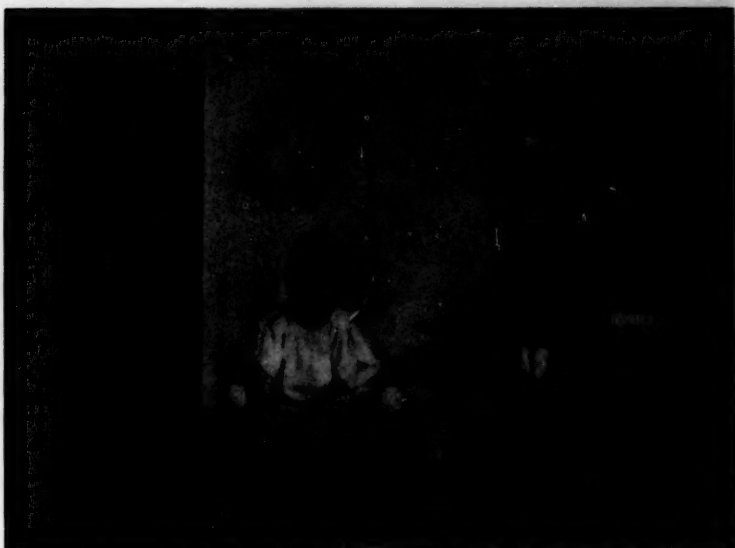




A large bucket of water is under the derrick. A small bucket is raised by means of the windlass and a pulley at the top. The child pours the water thus raised through a funnel attached to several feet of rubber tubing.

The derrick is made of $1\frac{1}{2}$ inch pipe. It is about five feet high with a base large enough to go over an ordinary scrub bucket. The crank is a bent rod that passes through the spool and is held in place by two pieces of wood bolted onto the derrick. The funnel is held in place by a hole bored in the cross piece of the derrick.





This light tray is made of strips of wood about two inches wide and $\frac{1}{4}$ inch thick nailed to a piece of wall board. The children are using the tray to prevent the many pieces of the Russian toys from becoming scattered.



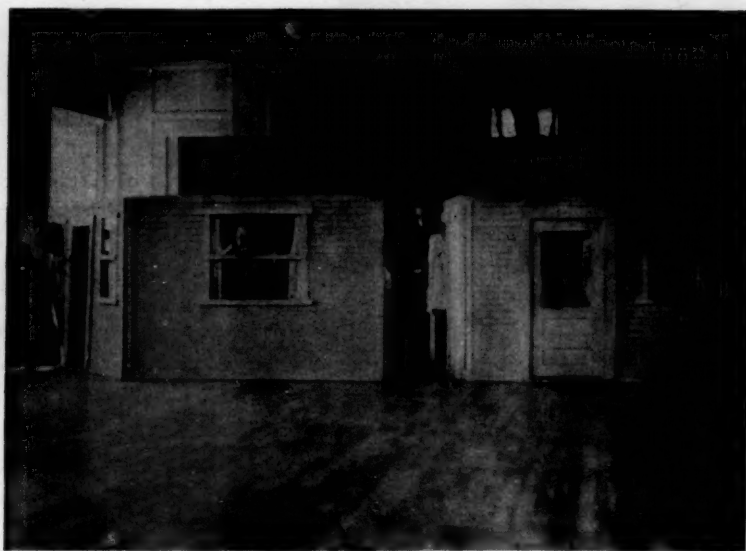
BRUSH BROOMS

These small brooms are made by sawing off the ends of worn out large ones. The broom stand was thought of by a small boy who drilled holes in a board and nailed it to an old stand. The dust pan hangs on the stand when not in use.



THE LUNCH CUPBOARD

On the top shelf are six small tin boxes painted in the six colors, for holding graham crackers. On the middle shelf are six tablecloths of cotton crepe in the six different colors. On the lower shelf are the enameled tin pie-plates. The child on the left is taking a straw from the wooden box that is made to fit the carton that the straws come in. The child on the right is taking a small napkin to put in his plate. The cupboard is on casters and is easily moved from place to place.



TWO ROOM PLAY HOUSE

Each screen has but two sides hinged together. The screen on the right has a large open doorway through which the children may pass freely from one room to the other. There is no roof to curtail the ventilation or the teacher's vigilance.

Christmas Tree For the Birds

BESS STINSON

Kindergarten Supervisor, Western State Teachers' College, Kalamazoo, Michigan

THIS conversation took place one morning at Conference about two weeks before Christmas:

Jacqueline: "We bought our Christmas tree yesterday. It surely is a pretty one. Are we going to have a tree for our kindergarten?"

Chorus of voices: "Let's do. Let's do."

Mary: "Maybe I could bring one."

Sara: "I could bring decorations."

George: "If you couldn't we could buy one down town."

Helen: "I could bring prettier decorations than anybody."

Teacher (Who had been listening in): "Yes, we could get a Christmas tree for our room. Or there is another thing we might do. May I offer a suggestion? Christmas is a time when we enjoy doing things for others."

"There is a pretty pine tree in the bird sanctuary. Miss H—— says we might decorate that for the birds' Christmas if we choose. How many would like to do this rather than have a tree in here?"

This was somewhat of a new idea and appealed to the children. Without a dissenting voice they said, "Let's do it."

Teacher: "Shall we plan to do this? If so, we must decide what kinds of decorations we shall use."

Ruth: "Let's put some tinsel balls on it."

Ernest: "Ruth, you are silly, we will put food for the birds to eat." (Ernest showed evidence of previous experience with feeding birds in winter.)

Betty: "I know. We could bring oatmeal."

Phyllis: "We could bring some yarn for the birds to make their nest in the spring."

Charles: "No, Phyllis, we just want to put stuff on it that birds can eat."

Mary Alice: "I'll bring some bread crumbs."

Jean: "Suet is good for birds. I'll bring some suet."

Rose: "We could put some turnips on it."

Patty: "Well, I'll bring some carrots."

Marilyn: "Lettuce is good for birds. I'll bring a big bunch."

William: "I could bring some milk and soup."

Ronald: "Birds would like bananas. I'll bring some for the tree."

Richard: "I will bring lots of popcorn and string it."

Joe: "I'll bring some cranberries."

Sue: "If I could I would get some strawberries at the market. They will be good for the birds."

Warner: "I will bring some raisins to string for the tree. Birds like raisins."

Teacher: "Many of your suggestions are very good. It's splendid that you know so much about what birds really like to eat. There is something, however, we must keep in mind. We cannot put anything on the tree that will freeze before the birds could eat it. What about milk and soup? What do you think would happen to milk and soup if we put it outside?"

Children (Speaking at once): "It would freeze and the birds couldn't eat it."

Teacher: "You are right. That's exactly what would happen. You would find that bananas and turnips would also freeze. The birds possibly would not enjoy them after they had been frozen. Suppose we choose from the list suggested

those things which would be the very best to bring. Shall we say suet, popcorn, raisins, cranberries and bread crumbs?"

This range was sufficient to allow everyone to contribute, also it provides food which birds like.

The next day we again talked about the birds' Christmas tree and the children were reminded what they were going to bring for the birds.

Two days later it was a happy, busy group who sat stringing raisins, cranberries and popcorn. A number of the children tied slices of brown bread to the end of a cord to swing from the tree.

It was great fun wading through the snow to the sanctuary. Miss H——

brought some of the students to help make trails through the deeper drifts.

Every child had clutched in her hand at least one string of food, many had more.

Those of us who stood by and watched, decided, if the birds enjoyed finding the food, as much as the children enjoyed preparing the tree, the experience was not in vain.

Our Winter Birds. FRANK CHAPMAN.

What Bird Is That? FRANK CHAPMAN.

Birds of Michigan. WALTER BARROWS.

Bird Stories. EDITH PATCH, *Atlantic Monthly.*

Bird Guide. CHAS. REED.

A FRIEND OF THE KINDERGARTEN PASSES ON

WILLIAM MEHARD DAVIDSON

SUPERINTENDENT OF SCHOOLS

Pittsburgh, Pennsylvania

He loved all children, but his pleas were most urgent in behalf of the children least favored by fortune. If religion is the way of life, as I think it to be, Dr. Davidson exhibited in his daily life religion at its best and finest.

MARCUS AARON, President,
Board of Education.

A Nursery School Christmas

MRS. HERBERT M. BARUCH

Los Angeles, California

TWO weeks before Christmas we suddenly realized that Christmas was descending upon us. Up to that time we had been so relaxed and engrossed in the *present* of our activities that we had given little thought to the future. Nine experimenting children were with us in nursery school, the youngest two years and nine months old, the oldest three years and six months, while the average group age was three years and two months. The joy of running, swinging, climbing in the sunshine, the creativeness set loose by blocks and clay and paints, the discovery of leaves and seeds and sand and such things, along with the few daily time-consumers like orange-juice and going to the toilet had kept us busy.

But now suddenly the realization of Christmas was brought to us by older brothers and sisters in the kindergarten-bungalow close by. They were preparing for Christmas assiduously. Presents to take home to fathers and mothers, and decorations for the Christmas tree were in the process of making. And here were we with no presents or decorations in view. The sudden awareness of a problem dawned on us: How were these children going to make presents and trim the tree without our introducing into the environment a great deal more formality, direction, dictation than we had so far done—and than we believed to belong rightfully in this period of their lives?

True, it was possible to eliminate all Christmas preparation. But then when Christmas arrived it would be a Christmas *given* to these children, as it were, without their having share in the *giving* and the *doing*.

We thought about it and thought about it. We put our "teaching" heads together and thought some more.

"We can show them very easy things to make. Last year the . . . nursery school made candle sticks out of clay."

"How?"

"Very simple. You tell the children to roll a ball of clay and press it flat and show them how; and then a smaller ball and do the same, and put one on top of the other and make the top one stick to the bottom one by thumb pressing all around, and finally smooth with a little water and paint—and . . ."

"But look how much you have to tell them and show them, and all doing the same thing at the same time . . . Shades of my first grade days!"

"Well, paper—paper doilies, free-cutting, you know. . . ."

"When to most of them scissors still mean pinch and tear?"

Finally however we evolved a tentative plan of procedure which we felt would not violate *all* our nursery school ideals, in that it would give opportunity for individual creativeness of a very crude type, and in that it would involve no now-we-do-things-this-way teacher participation.

"It may not take!" (Our plans might have been a vaccination!)

"Well, what if it doesn't. Then we'll try something else!"

And so we set the stage.

Tables and chairs out under the olive trees and the galvanized pail containing the clay making a rather noisy appearance.

Joan looked up from the sand box upon hearing the pail being set down.

"Clay!" she cried and ran over. "I want some clay."

"Me, too!" and Shirley came running, while a few minutes later the sight of Shirley and Joan starting work brought the rest of the children demanding places at the tables.

The usual miscellaneous patting and kneading and rolling and pressing began. Sheer joy in the feel of the clay, in building it bit upon bit into a "mountain," in pounding it into wobbly flatness with delighted thumbs, in sticking nails through broken off bits, or sticks into larger "piles."

And then all at once you heard a teacher's voice quietly talking. What was it she was saying as she sat there close enough to the tables for the children to hear?

"We know about a very special day that's going to come—Oh so soon now. Shirley knows about it, and Sonny knows about it, and Towner knows about it too. The very special day is going to be . . ."

"Christmas," said Towner, looking up from his clay with a smile.

"Yes, Christmas. And you know what Christmas means, don't you . . ."

"Presents," was volunteered vehemently by Cornelia.

It was the teacher's turn to smile. "Yes, presents. And so, once, a little boy called Bobby Joe decided that he wanted to make Christmas presents. He wanted to make a present for his father and a present for his mother. He wanted to make the presents out of clay . . ."

"I can too," put in Sonny.

"And me," came Shirley's echo, "And me . . ." "and me," . . . "and me" all around the tables.

"Of course you can, you're doing it right now, the way you're pat pat patting, and press press pressing, and roll roll rolling. Just go right ahead and soon you'll have presents."

After which followed a period of ab-

sorbed manipulation, each child pursuing his own devices.

Soon, however, a teacher's watchful eye fell on the form that Cornelia's clay had taken. It looked like an irregular sort of pyramid, and Cornelia was picking up a stick and starting to press a hole into it.

"Perhaps you'd like to use *this* instead of the sticks, Cornelia," and the teacher offered a pencil. "This'll make holes that will be the right size for pencils to stick in. And then mother'll be able to stick her pencils in and use your clay present on her desk for a pencil holder."

While, there, across the table Sonny had patted a thickish pancake-like mass into crude flattened roundness. "You're making a grand clay present, Sonny. Look, Daddy'll be able to use that for his cigarette ashes if we press *this* down into it, and miraculously from out of smock-pocket came a metal milk bottle top. Sonny reached for it. What fun it was to press it into the moist mass . . . and how easy . . . and what matter if it wasn't in the exact center?

And so other objects also evolved. Cornelia's low pyramid-like form was being vigorously attacked in the center of the top by a rotating finger. A red candle was suggested as substitute for the finger, "so that the clay present could be used for a candle stick" . . . Mary Alice had meticulously pulled her clay apart into bits which she was piercing with a nail.

The possibility of drawing ribbon through two of these bits and using this as a book marker was pointed out here, while Joan's flat mass riddled with holes made by fingers boring all the way through showed promise of acting as a flower holder.

Naturally there followed, "I want one, too!" with much pointing when attention focused on someone else's kind of present. Especially did pressing in of milk bottle tops appeal. Final productions totaled: 8 ash trays, 10 book marker "beads,"

1 flower holder, 2 candle holders, 3 pencil holders. Yet even though indicated usage was similar, no two forms were alike, each bearing the irregular un-adulterated spontaneity of small creators.

Up to this time the results of our efforts with clay had not been conserved, but had been returned to the clay jar, so that the children as yet had had no experience on which to predict the hardening of the clay. "Why are they up there?" asked Cornelia, pointing to the array of objects laid out on a wooden board in the sun to dry.

"I'll tell you why, Cornelia," from one of the teachers, "And perhaps Towner would like to hear, too, why the clay presents are up there, and perhaps Shirley and Joan and Mary Alice would like to hear too" She sat down on the step. The group gathered about.

"You see," the story began, "once there were some children and their names were Cornelia and Towner . . . (etc.) and each one of them made Christmas presents out of clay. They pat pat patted and press press pressed and roll roll rolled until soon each one had made a present for father and each one had made a present for . . . mother . . . out of clay. But the clay wasn't dry. No it was wet. So the presents had to be laid outside. Then the sun could shine, shine right down and dry the presents into hard stony clay. And the little wind could come along and go wh wh, wh and help dry the presents into hard stony clay.

"And then, after the presents were all dried into hard stony clay, do you know what Cornelia could do, and Sonny could do and everybody could do? Why, *paint* their clay presents! Yes, take their brushes and take their paints and slish, shlish, slish, paint them."

The next day the children remembered and clamoured for paints. What a gay array we had—green and orange and blue

and yellow painted objects. And how jolly when contrasting colored pencils were stuck into our pencil holders and bright candles into our two candle sticks.

Another "story" introduced the idea of wrapping presents and sticking on stickers, and told too of carrying presents home and giving them on Christmas morning.

In the meantime we had not neglected our Christmas tree. There it stood in one corner of the room, ready to be trimmed. One night it developed lights quite miraculously. Adult hands here, but from then on the children took it over. They tore colored papers into pieces of any shape or size, as irregular as they wished and as large or small as suited their fancy. Invisible hairpins were jabbed into these colored shapes so that they could be hooked over the tree's branches. Then, too, plucking bits of white fluff from a roll of absorbent cotton, and letting the prickly needles hold these bits tenaciously, proved utterly fascinating to do and most effective to look upon.

The day before vacation arrived. Some of our mothers—and one of our fathers—and several aunts and grandmothers wandered informally in to see the tree. Incidentally they heard Christmas music and a Christmas story, but we made no attempt at any sort of Christmas party. Christmas by now needed no climax of a few festive moments. It had already entered into our lives—through our *doing*.

The children went home that day with hands proudly bearing Christmas presents of their own making, their faces shining with happiness. And as we stood and watched them go, there was not a grown-up among us who could help but wholeheartedly believe in Santa Claus. Alive he was indeed—the jolly-eyed spirit of Christmas kindness—alive and vital and joyous in these our youngest children.

Getting Acquainted With Our Neighbors

CAROLINE W. BARBOUR

Director, Kindergarten-Primary Education, State Normal School, Superior, Wisconsin

THE twentieth century's gift to the history of evolution will be World Federation. Such a prophecy, however, must rest upon reason or revelation, and since I can lay no claim to the latter, I beg you to note my reason in the striking trend of thought of the peoples throughout the world today,—World Friendship Leagues, international conferences, peace covenants,—world movements, in short, which are persistent, and are indicative of an ever-increasing awareness of the crying need for sane and effective world-peace.

The twentieth century has been called the "Century of the Child" and while there are mighty influences, political, economic, social and ethical at work, playing their destined part in the realization of world unity,—in the last analysis, it is the force of education, that subtle, far-reaching, not always tangible influence, affecting the whole of child-life from cradle to maturity, which will be the outstanding factor in the final result.

In that remarkable source-book of literature for children, "Realms of Gold,"¹ we find this statement, "One of the thrilling bits of present-day understanding is that the subconscious mind of people all over the world and in all ages, is *one element*, like the air." We recognize this truth readily in the universality of dramatic, poetic, creative responses; we must recognize it equally in the simple, child-like attitude of the world's children toward each other. Educators have been at work upon this idea in the past, the social

studies, and the abundance of travel-books and readers in the elementary curriculum, illustrate this, but there must be and is developing, a new attitude in the teaching of these subjects and discovery of new ways and means to acquaint children with each other, and to emphasize how like we are underneath instead of how different.

Your president, Miss Holmes, asked me to report at this meeting some of the experiences of my travel-study tour abroad last summer bearing upon the problem of getting acquainted with people and conditions in other lands. So I shall tell you *first* of some of the interesting conferences and exhibitions whose purpose was international understanding; *second* of opportunities which we as teachers had for direct contacts with our co-workers and neighbors across the water; then, of what appears to me the immediate need, for developing "world mindedness in ourselves and in children, as well as the significant part teachers can play and are playing, in directing the thoughts and feelings of the younger generation, those who are to be the arbiters of tomorrow's destiny.

Of the many world-movements and meetings scheduled for Europe last year, those of most significance to this audience are undoubtedly the international educational conferences. The greatest of these was, of course, the World Federation of Educational Associations held, as you know, at Geneva, Switzerland, in July. A small paper called "The Era of Education" was circulated daily, printed in French on one side and in English on the other. Across the sheet under the head-line was this slogan: "*The World*

¹"Realms of Gold." Mahoney & Whitney—Bookshop for Boys and Girls.

NOTE—Address given at the Memphis Convention of the International Kindergarten Union, April, 1930.

for the Child, and the Child for the World." In the July 26th edition, President Augustus O. Thomas wrote, "We hope to promote friendship among the world's children, to instill sympathy, understanding and respect for the customs, governments and religions of other peoples, to study and give credit for the contributions made by all countries to the advancement of all, and to show the inter-dependence of us all. *As the children are taught so the nations will become.*"

Besides a broad program of education and entertainment, there were numerous exhibitions showing, among other types, the evolution of civilization, and the development of international relationships. An exhibit of very special interest to us was that of Children's Books and Picture Books gathered from the literature of *forty-six* nations. The basis for their selection is significant since those chosen were, first, the best books in each language from the standpoint of literature, design and workmanship; second, those which presented child-life in each land in the most interesting fashion to children, and third, those which best fostered friendship and international ideals among children.

Another small but exceedingly interesting conference, because the first of its kind, was the English-American Conference of Nursery, Kindergarten and Primary Teachers, held in London, England, last June. It was sponsored by Dr. Mary Reed of Teachers College, Columbia University, and Mrs. Beatrice Ensor, of the New Educational Fellowship, London. Were I to take time to enumerate the list of speakers, you would be familiar with most of them either personally or through their work. The meetings, lasting two days, were of great value in cementing interest and understanding between the workers in this field in both countries. As one group spoke in English and the other in "American" English, there were

some obstacles to surmount, but not many. At the close of the conference the hope was expressed by many, that an English-American conference might be held in America within two years.

The third meeting which I shall mention, was the World Conference of Progressive Education held at Elsinore, Denmark, August 8-21, where some forty-two nations were represented. I can only touch upon a few incidents which lend themselves to my theme. The official bulletin contained the program printed in three languages, Danish, French, and English. There were courses on every subject and every problem dealing with new education and the new psychology. In every audience from ten to twenty different nationalities were represented. Upon every platform there were interpreters to give the message of the speakers in at least one other language. Limitations of language were constantly overcome and interest in each speaker's message abounded.

We listened to beautiful music, saw the unfoldment of a folk-idea through the dance or pageant, looked at beautiful pictures, slides and moving pictures of events, and needed no interpreters, for in these we were one in understanding with the rest of the world.

I purchased, as did hundreds of others, along with the official program, a "Sange" or Song-Book which had, running about the cover as a border design these three words in English, French and German, "Songs, Chansons, Lieder, Songs, Chansons, Lieder." Within its cover were folk tunes, hymns and rounds, the expression of the loves and loyalties of many people, Scotch, Irish, English, American, Danish, Norse, Swedish, German, French and all in their native tongues. Immediately following the dinner hour every evening, a crowd gathered at a certain building for a half hour of song. The rooms were not large, so generally there was an overflow to the piazzas and lawn surrounding.

It was a most happy time. The success of the singing was due largely to the friendly feeling which permeated all our meetings. In spite of the complicated situation the procedure was simple when one saw it done. First, *all* learned the tune—that was the common language. Then as many as possible of the words, which were all syllabicated, were sung. One evening the program was planned for English folk tunes. A professor from Bedales School, England, led. Nothing in the leadership was remarkable, but the audience was! They loved the rounds, particularly "Three Blind Mice" and the listener thrilled to the realization that music indeed speaks a common tongue, unifies ideas and blends into one whole-hearted unit, individuals diverse in custom and tradition.

The Danish conference was two weeks long and lectures, courses, assemblies, concerts and excursions followed each other with amazing richness of offerings, and overlapping of interests. Always, of course, there was the stumbling block of language difference, yet friendship prevailed. None who were there could fail to carry away with them the wider vision which had enlarged their world, as a leaven to leaven all this teaching and to life their service to the larger service of all mankind.

But participation in conference, no matter how good, or seeing the sights, no matter how stirring, in many unfamiliar countries, does not compare with the experiences of visiting schools and the contacts with co-workers which we had. There were many educational groups abroad last summer, but of them all, I doubt if any had as rare and intimate opportunities to study many of the progressive schools in England, France and Germany particularly as did the small group of which I was fortunate enough to be a member.

We had the privilege of meeting and conferring with some of the most well-

known leaders in European education. Mlle. Hamaide of the Decroly School in Brussels, Margaret McMillan and Grace Owen of the Nursery School fame, and Mrs. Beatrice Ensor, all of London; Dr. Ernest Schneider of Cologne University and Dr. Walter Merck of Hamburg, Germany; Prof. Cizek of Vienna; and Dr. Bakule of the School for Crippled Children in Prague; Herr Paul Geheeb of the famous forest school at Odenwald, southern Germany; and many others. It was a real adventure in friendliness. We had many most interesting conferences with class-room teachers, as well in almost every grade from Nursery or infant school to High School, discussing methods or problems together. It seemed quite difficult, to be sure, for any European teacher to feel that we Americans coming from the land where we could have anything we desired for the asking, *had* any problems!

We earnestly avoided the attitude of mind of the teacher who said to her principal as she started off for a visiting day, "I intend to go with an open mind, but I know just exactly what I shall find!" We never knew what we were going to find, and we strove to keep mind and heart open and teachable. One of the most impressive messages of understanding given us as we made ready to visit the public work-schools, the "arberiteshulen" of Harburg, was that of the Oberburgomaster, Dr. Dudek. It was to the effect that he hoped we would appreciate whatever conditions we saw, with sympathetic understanding of the terrible financial strain under which the city was working. "Remember," he cautioned us, "that the boys and girls whom you will see at work or play or study this morning, will be sixty-five years old when Germany's war debt, as outlined by the Young Plan is paid!"

The courtesy of our reception, the opportunities afforded us for observation and the hospitality so constantly extended

us could only bespeak on the part of our hosts, a fine quality of open-mindedness and genuine friendliness. We shared the meals in forest schools; were served delicious luncheons in the workschools; we conferred with teachers around the ever present "tea" or "coffee" service of England and the Continent. We even had the unusual experience of being invited to a German student celebration of semester holidays. A seminar of university students under Dr. Schneider's guidance, took us with them for a "wander," I suppose they would call it, through a forest outside of Cologne, where we had "coffee" at one of the forest stations and a long afternoon climb to Castle Beusberg, followed by an evening of student songs and festivities, in which we participated with true American zest and enthusiasm.

And children!—Children, we know, are just the same the world over, friendly, pugnacious, curious, courting attention, spontaneous and eager. There are really no "strange" children anywhere to the understanding heart. Many instances of our contacts with children come to mind; the way happy faced, flaxen haired children in the playground of a "realschule" crowded around the camera to get their pictures taken; the shy offering of maps which a fourth grade group had colored and marked for us; the friendly, giggling little girls who came up, arm-in-arm, and said "We spik English!" and then scurried away for fear they would be asked to verify their assertion. But one of the loveliest experiences occurred during a visit to a "schulelandheim," or country-home school, a number of miles from Harburg. All Harburg schools require religious teaching as part of their curriculum so this school was built by communist parents not desiring such instruction for their children. We drove up through the woods, with a beautiful carpet of heather all about us, longing to have time to gather some, since for many of us it was the first we had ever

seen growing. A child was standing near by as we alighted, holding a bunch of heather in his hands. I asked him if I might have a few sprays, which he readily gave me, and possibly he noted that his gift was shared with the rest of the party. At any rate, when an hour later we came out to our waiting autos, there stood a dozen or so of the children, each holding a great bunch of purple heather, looking at us timidly but with shining eyes. Such a joyous exchange of flowers and courtesies and such friendly wavings and smiles as we drove off, demonstrated again how truly akin we all are, underneath, German or American, communist or democrat, young or old.

I found many practical illustrations suggestive and helpful to American teachers, of ways and means for broader training of children in citizenship, for getting acquainted with other countries, and for becoming "world minded."

In Europe, *travel* has always been a recognized form of education, associated largely with university life and the tutor. Doubtless some of our most familiar pictures of this are of Pestalozzi and Froebel in their student days and as tutors. I was amazed at the amount of travel-education arranged for, and at its significance *downward extension*, even to first grade. "Wander" classes and hours are a part of the weekly program in German schools. Wherever we went we met such groups. Excursions in our American schools correspond to this, but are not a curriculum requirement. There, from third grade on, longer and longer trips are required. Week-end groups, hiking for study and for recreation, some from schools, some as part of the Youth movement, are all about the country tramping through the forests with their knapsacks on their backs, bicycling down the river roads, riding on steamers and ferries or climbing hills to study castles and cathedrals. We found a number of schools which were members of the Youth Shelter Associations. The German government has built five thou-

sand of these shelters in the forests with a man and woman caretaker, where the children may stay over night. During school time and in the long vacations, trips of from one to three weeks are regularly planned with teachers in attendance.

Groups of children spend ten days or two weeks, at another school in their own country, or in another country. Exchanges occur between city public schools and forest schools such as the Odenwald schule. In a public school in Harburg, which we were visiting the principal of a boys' schools in Leeds, England, was there arranging for an upper grade group to spend two weeks at his school, and to live in English homes. English boys from this school had made a similar visit to Harburg homes. "The student exchange" movement in which Americans have already participated a little, is one of even greater significance from the standpoint of folk acquaintance, it would seem to me, than is the "exchange professorship" plan.

Inter-nationalism was often emphasized in the conferences which we had following school visits. Herr Geheeb, director of the Odenwaldschule, the noted forest school of which I spoke before and one recognized by the government as an experimental school, said, "We do not aim to teach inter-nationalism, *we live it*. We often have as many as 14 nationalities of all ages and interest, from four to sixteen, living together and learning from each other with neither thought nor emphasis upon differences of race or custom."

Oberburgomaster, Dr. Dudek, the highest city official of Harburg, much interested in working out the new public school system in his city said to us, "*Since the revolution* we are trying to work out a normal, general level of education and therefore work with the youngest children is stressed. The main field must be elementary. "Our aims are to build up the German republic, and to

stress not only national, but international aspects necessary to an understanding of other peoples. Not," he said, "a mere sentimental pacifism, but *real* understanding which will build up a real sense of relationship."

The question of familiarity with one or two of the leading languages, English, French, German or Spanish, is becoming one of the diplomatic and international problems today. Certainly knowledge of another tongue tends toward broadening the mind, and widening the individual's outlook. I was much impressed as I think most travelers are, with the versatility of Europeans in regard to languages. They quite evidently aim in their foreign language teaching at mastery of the tongue, not merely a written or grammatical knowledge. I spent an afternoon of sight-seeing in a tiny Norwegian village, under the care of the daughter of the hotel keeper, who talked to me fluently in English learned in High School, and practiced upon her father's guests. While in Germany we visited a number of classes in English—one of them a seventh grade in a Dresden public school where the teacher introduced us as American visitors to whom it would be a courtesy to speak in English only. The children responded readily, showing considerable mastery of the language, questioning us about our trip across the ocean, telling us of what they had studied about America, and reciting for us "The Children's Hour" as they seemed much interested in Longfellow, Cambridge, and also Ernest Seton Thompson. At recess time they gathered about us most informally and sought to satisfy their interests further. It is quite true that neither the motive for or the opportunity to practice a foreign language is as great in America as in any of the European countries, but we can readily see that a liberal education for tomorrow's citizens will demand linguistic ability in at least one other tongue if not in more than one.

I wish that that most strikingly significant exhibit of which I spoke earlier, the Exhibition of Children's Books of all the Nations, could be made available to the school children of America. With our efficient travelling libraries for the rural sections and children's libraries everywhere in cities and towns, it would seem a practical possibility. The books appeal to various ages and would be a great stimulus to the wider reading interests of our elementary children, thus accenting what children's librarians and many of our kindergarten and elementary teachers are already stressing, interest in foreign books, pictures, maps and periodicals.

If it is true as H. G. Wells points out "That it is a race between *education* and *catastrophe* the world over," then the rightly directed education of children the world over assumes an important place. Children are as truly born without prejudices or predilections as they are born without habits. We have plenty of scientific authority for the statement that the "keel is laid" in the tenderest years for the character traits and trends which are to "dispose and predispose all later years." Therefore, it is not possible to begin too early to make use of the natural open-hearted democratic attitude of the young child towards his fellows.

In hearts too young for enmity
There lies the way to make men free,
When children's friendships are world wide
New ages will be glorified.
Let child love child and strife will cease
Disarm the hearts—for that is peace!

One of the strongest convictions resulting from my observation last summer was the feeling that helping children towards world acquaintance is the twentieth century job of every teacher in every land and for that matter, of every parent in every home. It is truly our opportunity as early elementary teachers. No child is too young to begin to understand those

about him, to learn "the joyous art of loving with his fellows" for he is naturally friendly. What prejudices and dislikes he has, he literally *takes on*, for they are the product of his training, the attitudes and social limitations set up for him at home, on the street, in the school-room. Therefore it is our clear duty as teachers to seek to counteract such tendencies of attitude, to so condition children's emotions, and direct their thinking, as to develop early in them the precious possession of tolerant open-mindedness. We ourselves must be both intelligent and open-minded, awake to opportunities for this early and incidental training in acquaintanceship and alert to seize upon them.

Perhaps the greatest assistance which educators will have as the years go on, will be the radio, that "magic" of our scientific age. Already children are listening in, in many countries to messages from all over the world, being introduced so to speak in a first-hand way, to famous men and affairs, becoming familiar with the sound of languages. You will note that the audience in any average moving-picture theatre, listens respectfully, nowadays, to the words spoken by a Japanese ambassador, or a foreign potentate, as heard in the "News Reel" or Eyes and Ears of the World. Even the youngest of our school children, as well as older students tell about hearing speakers from Berlin, or Stockholm, or London, or hearing President Hoover speak to the President of Chile and of hearing the Chilean's president reply "though we couldn't understand what he said!"

When Good Will Day, May 18, 1930, comes we may all again be thrilled by children's messages to each other, wireless or radioed across the oceans and around the world. On Good Will Day May 18, 1929, the children of Wales sent out for the eighth time their message to the "Children of all the world":—I quote

¹ Ella Blair Jordan in Wisconsin Journal of Education.

(Continued on page 213)

A Painted Caravan Tells Man's Travel Story

SUE SEYBOLDT

Los Angeles, California



TH E b o y Columbus dreamed of ships; our third grade boy of today dreams too.

Columbus had been the topic of conversation in a third grade for several days. The picture of the Genoese boy sitting on a rock looking dreamily out to sea had been as much a favorite as the pictured three ships, *Pinta*, *Nina*, and *Santa Maria*.

One small boy, named George, had told of his week-end experiences at San Pedro and the children had been especially interested in his description of a battleship for George had had the estimable privilege of going over one of our country's floating defenses. Danny said, "Well the ships in the harbor aren't much like the ships of Columbus, are they?" So this one question formed the nucleus for an intensive study of transportation.

Charles, who read in every spare moment, found the "Picture Book of Travel" on the browsing table and during the language period told the children about his great discovery. He had found that the first way people carried bundles was to tote or carry them on their backs or in their arms and that they traveled from place to place on foot. Joan immediately wanted to know why they didn't use horses and wagons or auto-

mobiles, and with this start the study of transportation in the following phase was begun.

Human transportation and the subsequent steps on land, sea, and in the air were explained to the children before a detailed study of each phase was begun. They were told stories and were shown pictures describing each step in the development. This was done in order to give them a fund of general information, for they had decided to make wooden objects illustrative of each phase.

As soon as a working background was established, each child decided which type of transportation he wished to depict in wood. Free hand drawings on manila paper were made of the necessary people and animals, such as bullocks, oxen, horses, Indians, Chinese, and Japanese men. These drawings were put on tracing paper by the children and then transferred to long pieces of wood. These were cut out and then work was begun on the jinrickisha, sedan chair, Ceylon cart, stagecoach, et cetera, which were made of cigar boxes. After each figure had been sandpapered, it was painted, shellaced, and placed on a low shelf in its proper sequence.

The boys and girls had been painting pictures on large easels of their various activities and they wanted to paint some transportation pictures. This led to the desire to make a large book and put into



it the two best paintings of each phase along with a printed story written co-operatively by the children. Each child had made his own book with a black cover against which was placed a free hand cutting, of Chinese Gold paper, depicting some phase of transportation. Inside were the copied co-operative stories which were illustrated with free hand crayon drawings to make a large book with a painting on the cover and painted illustrations.

Many of the children had had the experience in the second hand cuttings for a frieze picturing a studied project. During a conversation period, one little girl who had had such an experience asked if the class might make a frieze to go across the blackboard. Betty suggested that they paint a frieze instead of cutting pictures for it. This idea was greeted enthusiastically so the children measured the blackboard and determined the number of feet of paper they would need to cover it. After the paper was placed, the children soon realized that only certain phases of transportation could be painted for they could not allow the paper to cover more than the front board space. With the teach-

ers help, the paper was divided into seven spaces, the seventh space being the largest, the others being equal. Then came the question of the color to paint the frieze. They had studied, of course, the primary and supplementary colors so George, who was the most artistic child in

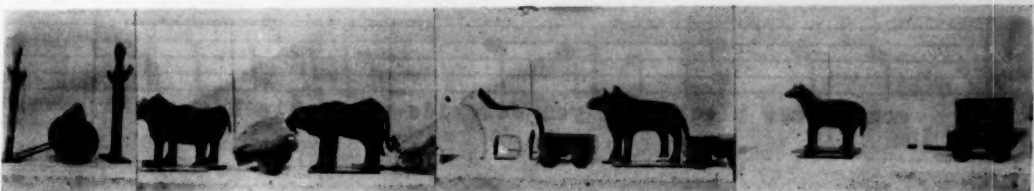
the room suggested that they use six colors and that the color used in the first section of the frieze be repeated in the seventh. This met with the approval of the group and Sarah contributed the idea that the frieze have a black border and that each space be outlined in black. With this for a foundation, the next problem was to choose the picture for each space. The final selection was to have human, pack animal, Ceylon cart, stagecoach, airplane, sailing vessel, and battleship painted in blue, green, yellow, orange, red, and purple. The children who had painted the best of best of each were asked

to paint the frieze. All the paintings filled the allotted space, told the story, had a horizon line or suitable background, and were neat without any drippings.

The language period had been devoted almost entirely to the study of transportation. It had been used for discus-



BOOK OF FREE-HAND DRAWING AND COOPERATIVE STORIES



THE AIRPLANE

An air-plane is a pretty sight, It's getting rea-dy
to take flight, Over coun-try far and wide, Long the sea and
ri-ver-side, I would like to be up in the air, To sit in
an air-plane, And dream with-out care.

THE BOAT

The sail-boat is all white, The wind blows it with all its
might, A-cross the sea all dressed in green, It has seen
things we have not seen.

THE ELEPHANT

An el-e-phant is round and fat, He's some-times grey and
some-times black, And you can ride up-on his back.

sions, stories told by pupil or teacher, and for writing both original and coöperative transportation tales. Throughout the year, the children had enjoyed composing original poems about Christmas, rain, et cetera, and Carol, who wrote the most beautiful verse, thought it would be fun for everyone to tell in rhyme something which most appealed to him about transportation. The poems were read before the class and the best were chosen to be printed and be placed in a book made for the browsing table.

During the music period, the children had experimented with the composition of songs from the phrases they liked best in their syllable study songs. Naturally there was a desire to set their own verses to music. The following three songs will show the result of this interest. All three poems were written by individuals but the music was composed coöperatively by the group.

In the art supervisor's room stood a movie of Africa which had been made by second grade children several years ago. A large number of the third grade people had seen it and quite a few had made one. The school was preparing for an exhibit to which the mothers were to be bidden and Martha asked if they might make a movie of transportation and give it for their mothers at that time.

A large box was brought from a boy's home, one of the girls brought black curtains, and the movie was started. Each

row of children cut out of black paper the pictures which they had decided to use and the best of each was mounted on a vivid green which brought out the silhouette.

Finally, the movie was completed and the children tried out for the privilege of telling the story about each picture. The stories used were the ones which had been written coöperatively by the group. When the story tellers had been elected, the movie was given several times in order to help the children overcome any nervousness, shyness, or tendency to speak too softly.

An invitation was sent by each child to his mother and father to come on the appointed day to see the movie. Needless to say, the children were pleased and happy over this little entertainment and the parents were very kind and generous in their praise.

Throughout the period of constructing these different articles, curious eyes of little children of other grades had peeked into the room, and inquisitive voices wanted to know what the third grade was doing. So it was decided to invite the boys and girls of the first, second, and third grades to see the movie at specified hours.

An adult audience may be a satisfying experience to a group of small entertainers, but the joy these children received from the applause of their companions left nothing to be desired.



A Second Grade Experience With Blackboard Drawing

LUCY NULTON

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WE scarcely knew when it began. So subtly do the finer things grow into one's life as a result of right living that we cannot put a finger down and say, "Here began art expression."

Suffice it to say that one November morning we found an old box partly filled with broken bits of colored chalk and the whole group of children was thrown into an orgy of manipulation. The morning was no longer dull November. 'Twas spring! 'Twas fairyland, scintillating with bright reds and gleaming yellows! Here a tentatively spread patch of blue, there an ecstatic flash of orange bespoke (one can hardly say "silently") the rainbow-hued "joy of the morning" to child hearts.

Perhaps it was this suggestion of the rainbow, viewed in the chaotic results of their unplanned manipulation; perhaps it was the experience of fall rains and jewelled, giant cobwebs radiant with transcendent color; or more probably it was sheer love of color and the desire to use as much of it as possible which led to our first large, group drawing on the blackboard.

We were fortunate in having a large surface of blackboard extending almost the full length of the room which we were not compelled to use for any specific purpose. This board was placed low enough that the children could reach about half its height. When interest became intense the mode of "reaching the sky" was not a problem to delay action; chairs were quickly collected, covered with paper (if we happened not to be too

deeply immersed in the conception of an idea), and intense workers clambered unselfconsciously from chair to chair or balanced precipitously on the last sixteenth-inch of the edge to reach the highest span of the flaming rainbow or the disappearing trail of smoke issuing from the chimney of the house.

For, being but recently come from the first grade, our ideas still moved confidently about homes and houses and the huge brown house vied with the rainbow for the center of interest in this first picture. The rainbow won by reason of its varied and brilliant colors as well as its position extending clear across the board. The brown house, with a multiplicity of windows (and what first or second grade teacher needs a description of that house!) occupied a noteworthy position in the left foreground while some totally unrelated spider webs, colored beyond recognition, spread themselves across sparse blades of grass to the right. Lastly, some one with rare presence of mind included two little girls, walking rigidly and carrying bouquets extended awkwardly in front of them,—for what is a picture without the human element and without action.

As a group accomplishment it was not altogether satisfying, this first step out from the stage of manipulation. The colors were there—resplendent! Ideas were there. One child had thought of the rainbow. The rainbow had suggested spider web and fortunately some one had remembered the little girls. But as a group expression it didn't hang together; it didn't get anywhere. As one little girl

expressed it with furrowed brow and a shrill accent on the second word, "It seems like it doesn't all fit together." We were still individualistic. We lacked some big, dominating group experience.

This experience came from the least expected quarter—from a quarter which the teacher would have been least likely to predict as being child-like or as being closely enough connected with child experience to be ripe for expression through a comparatively new medium. Yet, as this experience grew day by day and was lived to its consummation in the picture that grew with it we beheld conclusive proof of the unity of all experiencing.

Christmas time was drawing near. Already Christmas carols were ringing softly in the air and an eager hush of glad expectancy pervaded our every move.

As early as latter November we had begun to learn the old familiar carols "Silent Night" and "Away in a Manger." "Silent Night" was ours—a veritable part of us, assimilated through happy associations of last year and through renewed joys of this year. Somehow, on this particular morning in early December the spirit of the song seemed to have entered our group bringing with it a hush of beauty, of awe, and of wonder.

After the mid-morning lunch, instead of the usual conversation or exchange of stories, the teacher rose quietly from the table and simply, without one word of explanation, began to read the story of the first Christmas. It was the story given in Saint Luke, so simply and beautifully told as to be almost written for children, so there was seldom need to interrupt with explanations or to change its own dignity of phrasing.

It was greeted with a pleased quietness which hung in the air even after the reading was finished until softly, spontaneously, a few voices began and then swelled into a chorus with the whole group singing,

"Silent night, holy night,
All is calm, all is bright."

After that it is not surprising that we all with one accord and without bidding began to bring to school pictures of the first Christmas.

Each day at this time we sang carols, adding new ones as we learned them, but always choosing "Silent Night."

So the experience grew and widened without thought of any external stimulation or of any expression other than that which we were then experiencing.

Always when an experience has been rich enough, when it has been broad enough to reach out into many phases and many modes of experiencing there is a cumulation which, reaching up and up, step at a time, arrives at such a tremendous peak that some outlet of expression is an urgent, inwardly impelled necessity. Even then there must come some final urge which sets the outward expression moving. This is not always the loftiest element of the situation. Many times in life's experiencing it may be an accidental happening, or even an inferior touch. But some impulsion there must be.

The final urge which set the group to seeking another outlet of expression through blackboard drawing came one morning in the form of another picture.

One of the children who seldom had means of contributing very greatly in a material way to our school enterprises came this morning with a glad light in his face and in his hands, clutched so eagerly it suffered many creases, he brought a picture. His first exclamation was, "This came on my daddy's lodge magazine and he said we could have it. It's a picture of the camels that the wise men rode."

The picture had not been long on the bulletin board where the boy placed it until a group of unoccupied children had gathered and were discussing it. In a few minutes the group was scattered along the blackboard trying in various ways to draw the camel and its rider. Others drew

near to exclaim and watch. A teacher stood in their midst drawing with the children, but not running ahead of them in execution and offering suggestions only as asked.

As children finished their other pieces of work they eagerly joined the drawing group. New attempts were made and children joined forces to get more pleasing results. The end of the work period came and went unnoticed except by the children at regular work who quickly cleaned up and joined those at the board until every child in the room was there drawing.

The atmosphere of stimulation among the group was electrical. Their application was intense and joyful. Well it might be, for, little by little, there came marching across the board in rhythmic and in stately file a long line of camels.

Yes, it upset our schedule—but it was worth it. We had just time to clean up and discuss our work before recess. Then, as the children sat back and eyed their work critically, judgment came ^{and} it was good.

They picked out the best ones; they criticized all; they explained and demonstrated ways of drawing certain parts to get certain effects. They noted that the four best drawings were together, slightly to one side of the board and commented upon their beauty as a group.

Late that afternoon, when for a moment the group was unoccupied and silent, a child who had been eyeing the board thoughtfully exclaimed, "Let's erase all but the three best ones and draw a whole picture of the first Christmas."

It was such an appealing suggestion that we accepted it at once.

All the large, rough part of the picture was done that morning so that by the end of work period the whole plan was apparent. The execution of details was a work of many days and of no little study.

It was a large picture extending across the entire side of the room and also across the entire blackboard at the rear of the room. The children planned to picture

the wise men, the shepherds watching their sheep on the hillsides, and finally the town with the star shining over the manger.

The first difficulty arose when some of the children began to draw a long swath of green grass under the camels' feet. Immediately some child raised the objection that the camels were not travelling on grass, they were coming over the brown, sandy desert. This question was scarcely appealed and settled when that group objected to the trees which others were drawing near the camels. This discussion of the desert and trees led them to the library to see what they could find about deserts. While there they found both pictures and descriptions of oases. With these they hastened back to attempt a group of palm trees in an oasis at the extreme edge of the desert. Since they had never seen palm trees they were guided entirely by the picture, but they readily acquired the few simple strokes in the side of the chalk necessary for drawing these.

Meanwhile, another group of children had been attempting hillsides and shepherds. Many trials were made and erased before they finally produced some gently rolling hills sloping upward from the desert's edge.

The problem of the shepherds was that of apparel. "What did the shepherds wear?" "How did they look?" Again there was recourse to pictures and illustrated books, with much marvelling at such long, flowing garments. (It is a modern world!) Nor was that the end of the difficulty for there was the problem of form. Here they were shown a little about stick figures and again about using the side of the chalk for broad, mass effects. When they came to the drawing of sheep only a suggestion was necessary to bring about the application of these principles.

The town of Bethlehem with the star was the last part of the picture to be worked out in detail. At first it grew

into a surprisingly modern city. Nothing was done to call attention to the type of buildings and the group discussion did not bring that forth, but there was a general feeling of dissatisfaction with that part of the picture. The buildings were frequently erased and other children working on another part of the picture often came over and offered suggestions or attempted changes. There was a feeling of bewilderment about it until a child tentatively drew over almost all the windows leaving only a few, very low windows.

This improved it. The atmosphere lightened. We took hope and looked at it critically. Then the question arose as to why the houses looked better without so many windows and a child asked, "Why didn't they have lots of windows like we do?" That question cleared the whole difficulty for in learning why there were so few windows we also learned other characteristics of the houses and their whys. The houses which followed were delightfully crude and delightfully livable.

The whole picture was not finished for several days despite the fact that every child in the room had spent time on it. Toward the latter part of the time the children agreed to work upon it alternately by groups leaving some free to finish their gifts which they were making for parents. As they worked at the clay table, at the sewing center, or wherever they were, they watched the progress of the picture and joyed over each successful addition or left their work to suggest changes. Incidentally, in this way the children learned the value of walking away from the picture and looking at it from a distance.

Joy of creation overflows abundantly in little children. Day after day as each new conception grew and successfully became a beautiful part of the picture the joy of the group mounted, until one morning as we worked amid a pleased, happy, creative

atmosphere there began, over the sewing table, a soft, low hum—"Silent night, holy night,"—which was taken up at the clay table, at the blackboard, at the easel, until all the children were singing,

**"Sleep in heavenly peace,
Sleep in heavenly peace."**

During our last days before vacation our work to finish gifts and picture was accompanied by the most joyfully spontaneous singing of all the carols we knew. Then it was, while we watched the star take its place over the manger, that we learned the first stanza of "O Little Town of Bethlehem."

At last amid breathless silence a child stepped back from making the final touches and said, in a voice full of emotion, "Look." And there it was! The picture of The First Christmas.

After this high peak of experience and of satisfaction with colored chalk it would not have been unnatural for the group to have gone through a period of reaction when the chalk was untouched or when the creative work of this type was poor and meager.

This, however, was not the case, much to the surprise of those observing the group.

With the coming of the New Year our music supervisor brought us the traditional "I Saw Three Ships Go Sailing By." With a rather tremulous longing that they might not spoil the experience by an anticlimax we watched five of the children go eagerly to work to illustrate the song on the blackboard.

Quickly it grew under their fingers, not hastily but with one accord as a group plan, and as fittingly having no other expression than this. It seemed not to occur to them to use bright colors and a multiplicity of irritating detail. The whole picture was done in white, with a dignity and repose befitting its rare traditional significance, yet with a rhythm and a lilting grace, as the three simple white ships sailed the waves, that bespoke its

spontaneous merriment in the New Year. Its very simplicity was expressive. They had used only a succession of finely balanced, but not conventionalized, waves extending the entire length of the board. Riding upon these waves at artistically spaced intervals appeared three very simply drawn white ships with sails aloft. They had chosen the best writer to write the first stanza of the song in the upper right corner.

For some time after this the chalk gave place to other interests and the little blackboard drawing which took place was done by individual children in a more or less manipulative mood. Then, too, during this time the blackboard was found to be a very satisfactory place for the use of yard stick and ruler. Many measurements were made and many lines were drawn, while calendars were in abundance. This was an outgrowth of other phases of work, but later came to be connected with the interest in blackboard drawing through the illustration of a March calendar.

The only break in the interval between January and March was a large picture named "Two Sides of the World." This picture was all that its name implies—a struggle to express graphically our dawning consciousness of other people and an awakening interest in physical geography.

It pictured the peoples of two countries separated by a great ocean, "doing things just like we do everyday." There were sailors and fishers, gardeners, and "mothers calling little girls." "This one says, 'Mary, its time to go to bed. Come in now,' and that one (on the other side) says, 'Little Chinese girl, its time to get up'."

The illustration for the March calendar was done expressly with the calendar purpose in view and every attempt was made to have the picture typical of March. This piece of work was not a spontaneous growth, but a very carefully

planned undertaking. Strangely, it contained not one suggestion of the usual March motifs, no rabbit, no blowing winds, no kites, even, though kites might have harmonized with the rest of the picture. The wind was suggested but promptly refused for one child said, "The wind hasn't blown this month. That's just in story books."

The calendar was drawn first, arithmetically correct, at the right side of the board. Then the picture "March Games" filled the remaining space around the calendar. There were all the outdoor games that the children most enjoyed at this time: marbles, balls, swings, a very satisfying slide of doubtful safety, seesaws, children jumping ropes and others picking flowers. Their idea was to show that March is the first evenly warm month when children can play out-doors all the time. (Perhaps local climate explains the lack of interest in the usual March symbols.)

The picture was so satisfying that when March passed the name of the picture "March Games" was changed to "Spring Games" that they might appropriately keep it longer.

Another long interval until the last of May—indeed, the creative inspiration flames spasmodically!

Again it came through song. This time the immediate experience was solely through song. In the midst of May we had been singing,

"Apple blossoms swing and sway,
In the merry month of May."

The apple blossoms this year had been beautiful. So very beautiful that many of us had made pilgrimages to look at gnarled old wild trees growing by the roadside and others had told of new orchards and budding trees at home.

Back of the song, then, was the experience and out of the singing grew the desire to express in a way even more intrinsically their own.

The gnarled old tree seemed almost to

grow upon the board so well had they imaged the characteristics of an apple tree. But the blossoms were a new problem. They tried to draw each separate blossom with distinct outline. The result was most perturbing. An iceberg of cold, stiff white piled up to obscure the tree and not a semblance of blossom was there. They took council about it and groups of children not working on the picture crowded around to offer suggestions. They tried the addition of pink chalk with little better effect. They resorted to studying the pictures in books with the complaint that, "In those pictures you can't see the apple blossoms very well."

One of the artists most deeply concerned heard that remark. She looked at the book, then at the board and with another intense look at the book said longingly, "If we could just make it like those in the book, so they didn't show very plainly, then the tree would be all right."

It was at this point they turned to the teacher for help with the query, "How do you make it look like apple blossoms without drawing them?"

They were shown the very simple method of massing dots to gain the appearance of clusters of blossoms. It was a longer process than the teacher desired, but not too long to the interested workers. For once interest sustained itself through a somewhat tiresome process.

As each element of the picture grew many details were added until there was not only the old apple tree of brown-green limbs and greenish twigs, but a green turf and a bubbling stream flowing over stones and through violet beds. Blue birds and brown were winging their ways to the tree. Father bluebird carried a long, wriggling worm to the three open beaks pushed over the edge of the nest in a lower crotch of the tree. While poised on the top-most branch, with bill open in a burst of song, was the robin of the last phrase,

"Hear the robin sweetly sing,

"Tis the merry month of spring."

And so we had lived from dull November to early June in an experience which was new to us and as delightful as it was new. Now it was time to go home for summer vacation and we were collecting various belongings.

"We have had such a good year," said some child to the others. And reminiscently, as gleamings from a time long past. "Do you remember our beautiful Christmas picture?" The grace of the gesturing arm, the happy light of the eyes, the full, rich tone of the voice conveyed deepest joy as an answering mood of full satisfaction fell upon the group.

For the children there was the end of the experiences,—if we can say that with a child an experience ever ends. But for the teacher there was only the beginning, since ours it is, not only to live with the children, but also to analyze this living, to think through it, and to search out some guiding principles which shall direct their growth. Surely there are many of these principles to be derived from the related experiences. And as surely one comes to the question: Is not chalk as legitimate a medium of expression as crayon or paint?

1. Chalk is as well adapted to child expression.
2. It is as quickly used and does not require any more sustained interest.
3. It gets as good an effect, sometimes a more satisfying one.
4. It is particularly adapted to large movements, to large mass drawing rather than fine, line work.
5. The children derive the same elements of art knowledge except those in relation to the manipulation of the medium.
6. It is as closely akin in material and uses, to raw material and to early usages as is paint, even more closely allied than is wax crayon.
7. It is usable for individual work and conducive to group enterprise.

Certainly one would not supplant paint and crayon with blackboard drawing, but can they not be well used inter-relatedly?

Is not chalk as legitimate a medium as crayon or paint?

That is a question to ponder. Meanwhile, what are some of the values, some of the principles to be derived?

I. This was not a teacher-promulgated affair. It was wholly child initiated and child executed.

Not once did the teacher suggest the use of chalk nor the drawing of such a picture. Very seldom did the teacher suggest ways of drawing and then only when the children themselves arrived at a stage of dissatisfaction with their own technique.

II. Emphasis was always upon expression, not technique, but elements of technique were learned as there was felt to be a need for them.

Always the aim in view was expression, never was it a well drawn picture. When, through trial and resultant dissatisfaction, questions arose as to what was the matter with the picture, then were ways and means of technique discussed and applied. Some of the questions which did arise and which were satisfactorily and technically worked out during the experience were questions of: harmony of colors; choice of colors; perspective; balance; rhythm; subordination of details and elimination of too many elements in the picture; choice of color for a certain expression desired; proportion; truth to the thing depicted; how to make certain shapes; how to get the appearance of something which we do not wish to draw in detail. The teacher felt that this last was a rather mature problem for this group; however, it was brought up by the children when they were working on the second picture and recurred so frequently as four times and rather insistently.

III. Group expression depends upon certain elements and demands certain growths in the child.

Group expression is a very different thing from individual expression.

It depends upon a common group in-

terest and a common group experience dominating enough to be of vital significance to all members of the group.

It depends upon a group interest in one particular medium of expression. This group interest in the same medium was probably encouraged by all the children meeting this medium for the first time in the same situation. This common meeting also added another element which is a factor in group expression. Since they all met this medium together and came through the manipulative stage, and other stages of its use, together they were more nearly on a level in the ability to use the medium and to arrive at agreeable conceptions in terms of this medium. That factor makes for a more unifying group expression.

Satisfactory group expression depends upon the ability to see the thing as a whole rather than as one little individualistic part. It discourages the purely individualistic and demands the ability to plan together and work together. It means a give and take between creators, the exchange of ideas, and sympathy in executing ideas. Consequently it leads the child into an advanced level of growth, away from the solely individualistic and the elemental manipulative stage.

Group expression demands planning rather than a haphazard experiment or a whimsical flight of fancy. That is another reason why too mature results must not be expected from young children, since the young child does not plan far in advance.

This group interest demands another ability which is a signal of further maturity. It demands some degree of sustained interest and the holding of a sustained idea. This must not be forced; it must be directed and stimulated at the proper points.

IV. Whatever the material used a long period of experience must precede the relatively short period of expression.

It is interesting to note that throughout

the entire time, from the first manipulative experiment with chalk until the close of school, a period of seven months, there were only six of these large, group pictures. There was much more time between pictures than it took to produce a picture. This was partly due to the fact that they had many interests, but in every case the interval was a time for the building up of experience preceding further expression. Depth of experience must precede expression; for that matter it must precede any complete development and learning.

V. Really worth while activity must proceed in an unhampered, creative atmosphere.

These experiences were conditioned by a creative situation and an open-minded interest in what the child had within him ready for expression. For that reason they were filled with creative possibilities

and learning possibilities while they were accompanied by the utmost joy and satisfaction which belongs with spontaneous, creative living.

VI. Each of these pictures was a part of other experiencing then taking place.

Not one of these pictures was a thing separate and apart from everything else that was going on in the room and therefore merely an "art lesson." But every one was an integral part of all the other experiences then taking place and an expression of all these others. What could better show to us that true creative expression, whether it be through language, through drawing, or through music is not an isolated assignment, but a natural experiencing, a daily living such that this thing created is a unit of life—a one with life—and a fundamental part of the whole.

GETTING ACQUAINTED WITH OUR NEIGHBORS

(Continued from page 201)

in part—"We boys and girls of Wales, from our mountains and valleys, our villages and towns, greet with a cheer the boys and girls of *every country under the sun*. Our hearts are thrilled by the wonderful response of our yearly message, and we cherish the many new links of friendship we have formed." From Holland, from Switzerland, from Poland, and South Africa, from many lands, the return messages poured in. A striking answer came from Japan. In Tokyo the text of the message was read to Japanese children by a Welsh child living there, and their answer was as follows: "We, Japanese children, are learning every day, *in our schools and in our homes*, that the world is getting smaller and our love for others is growing stronger!"

Becoming acquainted with our neigh-

bors, and the reasons, political, economics, social and educational for getting acquainted is, I repeat, the serious business of these first decades. It will lead us in a far high trail up the years of the century. This audience gathered here tonight may not, probably many of us will not, see the consummation of world unity, but we *may* have, by virtue of strategic position as educators, a share in its realization. We may voice with the "Junior League of Nations" of the Intercollegiate Cosmopolitan Club of Boston, the conclusion of their pledge (spoken, it is said in the mother tongues of forty-eight nations), that we too, as teachers of the children of America will do our share towards the realizing of that time when—

"Society shall become a brotherhood, and all the world a neighborhood."

BOOK REVIEWS

Editor, ALICE TEMPLE

Further research into the origin of Mother Goose Rhymes.—A study of the origin and character of Mother Goose carried on over a period of twenty-five years by Katherine Elwes Thomas, mainly at the Bodleian Library at Oxford, has resulted in a new volume entitled "The Real Personages of Mother Goose".* To quote the author: "The result of this fascinating work has been the establishing beyond controversy that the nursery rhymes, largely of Jacobite origin, are political diatribes, religious philippics and popular street songs, embodying comedies, tragedies, and love episodes of many historical personages lavishly interspersed with English and Scotch folklore flung out with dramatic abandon."

So far we may perhaps go with the author, but whether all will agree to the historical accuracy of every character mentioned is a question. There is danger that in the attempt to establish the identity of the characters the theory that they are all "well-known personages of English history" has been pushed beyond the limit of good judgment and of seemingly sound scholarship. That Mother Goose characters have a basis in fact is doubtless true but it is not logical to suppose that they were always famous people.

Although we agree that many of the rhymes are undoubtedly of historic origin, nevertheless the children know nothing of this, nor would it affect their liking of Mother Goose if they did. The appeal is upon quite other than historical grounds, and while scholarly research in this field may interest students of folklore it will and should have no effect upon the place which these imperishable and inimitable rhymes hold in the hearts and minds of young children, even those seventy years young. The appeal of Mother Goose is in "the quaint flavor of things half understood and

wholly unusual". Historical research into the real personages behind her immortal characters does not concern the child, but the student of children's literature will gain fresh and often valuable light upon the subject from Katherine Thomas's book.

The style is lively and one often feels that long concealed scandals are at last being disclosed. Particularly does the author carry her readers with her when dealing with Henry VIII in the character of "Robin, the bobbin, the big-bellied Ben". But at times the effort to prove the dual import of lines is labored and the historical significance seems decidedly forced.

Whatever one's conclusions may be after reading this book, no teacher of courses in literature for young children can afford to miss it, and it is to be hoped that it will reach a much wider reading audience including teachers and parents.

The book is profusely illustrated with reproductions of well-known portraits of notables in English history.

FRANCES KERN,
National College of Education,
Evanston, Illinois.

A year of work in one of the "new" schools.—In this book* Miss Porter shows in a vivid and convincing way how the theory of the new education may be exemplified in practice. Her background of experience gained from teaching in both public and private schools in various parts of the country has not only given her the ability to translate principles of modern education into practical *procedures* but it has also made it possible for her to realize the difficulties which the average teacher has when she attempts to break away from traditional *procedure*. She further recognizes the serious mistakes which have been made by many of these overzealous ones who with too

*Katherine Elwes Thomas. *The Real Personages of Mother Goose*. Lothrop Lee Shepard and Co. 1930. Pp. 352. \$3.00.

*Martha Peck Porter. *The Teacher in the New School*. New York: The World Book Company, 1930.

little both of knowledge and experience have attempted to follow the new path.

In this book Miss Porter shares with her readers in a very frank way the experiences which she had with a group of children throughout one year. In doing this she gives vivid and concrete meaning to many of the terms of modern education which are often used superficially. Her account gives a clear picture of what really constitutes a life situation; of what a worth-while activity is and of how it gets started and moves forward; of how children may be helped to purpose, plan, execute and judge their own work; of how skills may be developed in terms of need; of the part of the teacher who has vision and wisdom and skill plays in a child centered school; of the way parents will respond to their children's interest and initiative; and, not of least importance, of how traditionally trained teachers may be led to seek adventure in new ways of doing things. Neither has she failed to discuss frankly and constructively such topics as, what properly constitutes a year's work, the amount of time which should be spent upon each unit, the possibilities of using this method with a fixed course of study, the necessary preparation of teachers for this type of work, and the limitations imposed by large classes and meager equipment.

The simplicity and sincerity of this account are noteworthy. Administrators will find it helpful in guiding teachers to a clearer understanding of the possibilities of an activity school. Teachers will find in it definite help for the actual management of such a school. Parents who desire for their children that type of education which "creates a desire for continued growth and supplies means for making the desire effective in fact" will find here described a practice which promises a better tomorrow.

KATE KELLY,
Assistant Director of
Elementary Education,
Des Moines, Iowa.

Course of Study of the Territory of Hawaii.—A very complete and detailed course of study for the primary grades* has just been published by the Department of Public Instruction, Territory of Hawaii. The course

is based on the principle of an activity program. In defining what is meant by an activity program these very good points are made:

1. "It is the business of the school to get thought into everyday affairs of life."

2. "Democracy in the school and in the individual classroom is a condition necessary to true education."

3. "School work should consist of active, constructive doings and makings with the things found about the pupil, in an attempt to improve the conditions under which he lives."

The activity program is contrasted with the non-activity, showing that it is the spirit and vitality and not the form which counts. Some characteristics of a good activity are: First: "It should deal with everyday activities with which children come in contact outside of the classroom." Second, "It should modify behavior outside the classroom." Third, "It should satisfy the present needs of the children, and deal with genuine recognized problems of children." Fourth, "It should continually expand these interests to include others." Fifth, "It should give opportunity to express the various needs of different members of the group, and for the exercise of their various abilities and talents."

The outline goes on to show that activities should not be imposed, but grow out of experience and that the teacher is responsible for providing valuable experiences and an enriched environment in which the children grow. The activity program does not believe that subject matter is a thing to be learned as an end, but instead it is whatever is needed in order to carry on some worth-while activity so that one may engage in some worth-while experience. "It is an instrument toward an end, and is not itself an end."

In the chapter on Suggested Ways of Approach, many very useful suggestions are given as to how the teacher who has been teaching subject matter in the formal way may gradually change to the less formal activity program. They begin with changing the room, getting a less formal arrangement and making an environment that is interesting and suggestive to the children. Teacher and children plan this together and in so far as possible the children make the changes and contribute things of interest to the group. In making these changes, there will be need for

*Activity Program for the Primary Grades. Territory of Hawaii: Department of Public Instruction, 1930.

much discussion, planning and judging. Very detailed suggestions are given for this first activity work. Several chapters deal with ways of teaching the formal subject matter in a broader informal way. All this is for the teacher who is not ready to accept the activity program, but would like to be more informal in her teaching.

Another chapter is given over to the planning and organization of the activity school. Several definite units of work for the first, second and third grades are given in detail. These are not units that must be used but are suggestions of the type of work that is valuable and the methods used.

There is a suggestive chapter on the celebration of holidays in the newer type school. Another chapter tells of work in special classes.

Games and materials for purposeful self-directed activity are described quite fully. The book has many pages of bibliography for both the teacher and the children.

The type of work given in the Course of Study has been in use in Hawaii for six years, and the material in this book comes from much experimenting and careful thought. Teachers and principals from all the territory worked with the committee and the Research Department in suggesting and judging the content.

It seems to me that the book is a very valuable addition to our present literature on activity work for little children, and the Hawaiian Schools are to be congratulated.

ELIZABETH RANKIN,
Supervisor of Kindergartens,
Pittsburgh Public Schools.

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Primarily for Children

- Alcott, Louisa M. *Lulu's Library*. Illustrations by Gertrude A. Kay. Boston: Little, Brown & Co., 1930. Pp. 229. \$2.00.
- American Medical Association. *The New Healthy Land*. Chicago: Hygeia of the American Medical Association. Pp. 168.
- Arnold, Nason H. *Rusty*. Illustrations by Griswold Tyng. Boston: Lothrop, Lee and Shepard Co., 1930. Pp. 272. \$1.50.
- Bigham, Madge A. *Sonny Elephant*. Illustrations by Berta and Elmer Hader. Boston: Little, Brown & Co., 1930. Pp. 192. \$2.50.
- Brainerd, Norman. *The Cadet Sergeant*. Illustrations by Harold Cue. Boston: Lothrop, Lee & Shepard Co., 1930. Pp. 319. \$2.00.
- Charles, Robert H. *A Roundabout Turn*. Illustrations by L. Leslie Brooks. London and New York: Frederick Warne & Co., Ltd., 1930. \$1.50.
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AMONG THE MAGAZINES

Editor, ELLA RUTH BOYCE

In *GOOD HOUSEKEEPING* for November, Emily Newell Blair writes on Books to Buy, for the Children. In her introduction she gives an incident that is significant,—an answer to those who contend that it is a waste of time to read many books when one will inevitably forget most of them. She quotes the comment made by an inveterate reader to such a remark as follows. "Well, you don't remember all the meals you have eaten, do you? You couldn't tell what the food was, or the names of some of the dishes, but they nourished you and helped you to grow, didn't they? Books are like that. You may forget their names and everything that is in them and even that you read them, but they feed your mind, nourish it, and help you to become the man you are." From this she gives certain standards for the selection of books and shows how important their choice is. The article then reviews new books for children of all ages from the littlest up—offering an interesting collection from which to choose.

In the same journal is an interview with Dr. Alfred Adler written by Lola Jean Simpson on *First Comes Mother—Next Comes Father*, which deals with the modern conception of fatherhood. The points made are illustrated by incidents which have come within Dr. Adler's experience and they make this a very practical help to parents.

In the October issue of the *JOURNAL OF THE NATIONAL EDUCATIONAL ASSOCIATION*, Prebook Reading in the First Grade by Marguerite E. Frush and Marie E. Delaney describes the experiences of a group of children in beginning reading. The article shows how the activities of the kindergarten were made the starting point for the first grade contacts. To quote. "This year of their school life included the further development of lines of work begun in the kindergarten program and the additional first-grade require-

ments. Many of the grade requirements fitted in naturally because the children felt the need of them in order to carry out their own purposeful activities." Concrete illustrations are given of how this was done, with the final conclusion "When emphasis is placed on experience as a basis for reading, the result is a great readiness for reading in the first grade and a growing interest in all reading activities. The pupils are given a vivid background of interpretation which makes possible a richer enjoyment and a more encouraging progress when they read from books". The success of the method used, coupled with the joy of the children would seem to indicate an imperative need for the adoption of this method or of some other which will attain the same ends equally well. Especially does it seem valuable to conserve the gains of the kindergarten by a recognition of them in planning for first grade.

In the same journal, Clara Bassett whose experience is in psychiatric social work writes on *The School's Relation to Mental Health*. She points out that every community is faced with serious social problems,—delinquency, insanity, social wastage and friction due to people with warped personalities and unhealthy mental attitudes as also the problems of relief and dependency. Communities are solving these problems more or less adequately. The writer tells us that "Many detailed studies of problem school children indicate that the difficult behavior on the part of the child can usually be traced directly to wrong ways of handling on the part of the parents. Studies and experiments in attempting to modify human behavior patterns in children at various age levels have convinced workers that the earlier these problems are detected the more hopeful are the results; that the period of vital importance in the life of the child is the first weeks and years of life and that wrong methods of handling on the part of parents

and teachers during these earlier months have the most far-reaching effect on the whole future life of the child. And again, "These problems, which have in the past been considered so amusing, trivial or irritating to the comfort of adults or which children were hopefully expected to outgrow in due course of time, are now shown up, in their true seriousness and challenge our best efforts in their solution."

Dr. Esther L. Richards, writing in the JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION on Childhood Problems presents a discussion of special psychiatric problems. First of all she believes that "The separation of mental health and physical health is a residual of that dark age in the history of medicine when a human organism was divided quite neatly into mind and body.—It has taken the medical profession decades to realize that a human being functions not in segments of mind and body but as a finely integrated organism." She says that internists state that at least forty percent of their patients are "victims of poor health associated with unwholesome states of mind." And of them, she says, "the internist has been driven inevitably back to the childhood story of these patients, asking himself again and again whether a better start in life would have averted the grown-up discomfort." There is a brief discussion of the different opinions held by pediatricians and the article ends with a contribution to those pediatricians who have an honest desire to understand their patients as individual. This takes the form of a listing and discussion of "some of the practical causes of individual childhood misfitting that result in varying degrees of poor mental health, beginning in childhood and going through adolescence, frequently culminating in all sorts of nervous instabilities in maturity." First of all she lists, "Discrepancy between the child's intellectual ability to grasp and correlate the demands of home environment and school program with what home and school expect of a child of his age." Second, A child suffering from physical conditions seriously affecting nutrition, locomotion, eyesight, hearing or speech presents mental hygiene problems. Third, "A poor start in habit training during preschool years is another common cause of so-called bad or nervous children." Incidentally here, physicians are sometimes to blame, this writer tells us. Fourth, "Another source of indi-

vidual childhood strain is to be found in unwholesome social conditions"; Fifth comes "the temperamental equipment of childhood, which should be studied and not taken for granted." Sixth, "An important aspect of the mental hygiene of childhood has to do with planning for energy outlets in the form of group play and well directed recreation." These different points are discussed in some detail, and much emphasis is placed upon adequate energy outlets with special reference to the dangers of over protection for children. She writes very emphatically of the value, even the necessity of group contacts, in spite of their dangers, with this comment, "What if the neighbor's children do teach him bad words and impudence, or give him contagious diseases, he cannot be desensitized to these things too early. Better chickenpox and blasphemy than a child established in habits of selfishness, inevitably associated with being solitary in all his ways."

In the same magazine, Dr. John E. Anderson of the University of Minnesota writes on Pediatrics and Child Psychology. His comments on intelligence tests are interesting to the educator. Speaking of some misconceptions which have arisen about them, he says, "There is nothing inherent in the intelligence test itself which sharply defines or characterizes the whole adjustment of the individual to his life situation. The intelligence test has predictive value within certain limits and for certain types of life situations. Narrowly and carefully interpreted the results are of great significance and practical use. When the results of such tests are looked on as closing an individual case rather than as a basis on which wise guidance, treatment and control can be developed, they defeat their own purposes. While the over-popularization of the tests has been somewhat harmful, in the main their widespread use has contributed to the welfare of children. New principles of education have been developed around individual differences. Society has moved from a lock-step system in which all children were treated much alike to a system in which endeavor is made to accommodate the kinds and type of instruction to the capability of the individual child."

Interesting and valuable as these articles are in themselves, perhaps the most significant factor in them is that they are written especially for the medical profession, published in its professional journal, and yet are very instructive and helpful to educators, bringing

into closer comprehension and sympathy these two professions, so concerned with child welfare, and yet so inclined to disregard each other.

In *HYGEIA* for October in the department Health and the School conducted by Dr. J. Mace Andress, the health education program is treated as one which must be a cooperative enterprise, but an enterprise in which the teacher has a distinctive part. Her most important functions are listed as first, the center of information about health; second, she is the person who trains the children in health habits and builds into their lives healthful attitudes. She must interpret the doctor and nurse to the child and she alone can see that individual plans are carried out. The final conclusion is that here as elsewhere, "personal influence counts". "If the teacher is healthy minded, vigorous of body and possessed of good health habits she will stimulate wholesome living among her pupils." In this department, in addition to the editorial there are printed each month concrete examples of good health teaching, for which contributions are solicited. In this particular issue we find, Health Teaching by Assembly Programs as done in Boulder, Colorado; A teaching Experiment on Nail-biting carried on in Detroit, Michigan; a description of how the First Grade Learns about Milkmen which comes from Springfield, Mass.; and Teaching Health in A Boy's Club in New York City. There are also listed New Health Books and Teacher's Material, so that the department as a whole offers practical help on Health Teaching.

In *THE SCHOOL EXECUTIVE MAGAZINE* for October, Jesse H. Newlon, writing under the title "An Historical Document", reviews the first report of the National Advisory Committee on Education. He says it will un-

doubtedly take its place among the great historical documents of American education, dealing as it does with the relation of the Federal Government to education. His conclusion is "This document should be a subject of discussion in all teachers' organizations, local, state, national, throughout the country. It should serve to reawaken the interests of the American people in the basic problem of education."

In the same magazine Julius F. Tickle, of Dubuque, Iowa, writes on Child Initiative versus Teacher Initiative. While he is writing specifically of the problems of the Junior High School, his introduction will apply elsewhere equally well: "Not long ago I was somewhat amused when I read that some one had defined a child-centered school as a conglomeration of twists, squirms and wiggles. Many of America's foremost educators who have dared to throw aside the old order of doing things have taken the above definition at its worth and for more than thirty years they have experimented as to how they might get the most out of each twist, squirm, and wiggle."

Guy L. Hilleboe, of Teachers College, writes in this same journal on "A Square Deal for the Atypical Child". We will be especially interested in his emphasis on pre-school treatment. "There is also need for the extension of pre-school education to include the remedying of such defects in children as will make unnecessary their education in special classes when they enter school. Too often public school authorities have bemoaned the fact that so many children enter school with handicaps which take months and sometimes years to eradicate. It would seem that the discovery of the cause of such handicaps and a program for the prevention of further handicaps would be in the province of the public schools in that the time and money of both the school and the child would be saved."

PRESIDENT HOOVER'S EMERGENCY COMMITTEE FOR EMPLOYMENT

Over 200 women's organizations are responding to the request for cooperation in the program to aid employment. Mrs. Lillian M. Gilbreth, a member of the Com-

mission, suggests that teachers are in a strategic position to help protecting children from the ill effects which follow the unemployment of their parents.

RESEARCH ABSTRACTS

Editor, ELIZABETH SKELDING MOORE.

An Autobiography of a Stutterer.—"Because I Stutter"* by Wendell Johnson, a young graduate student in psychology, presents a unique contribution to the literature on the problem of stuttering. "I am a stutterer," begins Mr. Johnson, "I am not like other people. I must think differently, act differently, live differently—because I stutter. Like other stutterers, like other exiles, I have known all my life a great sorrow and a great hope together, and they have made of me the kind of person that I am. An awkward tongue has moulded my life, and I have only one life to live." Later on he writes, "When one considers . . . that speech is the capacity which a man has to symbolize himself in sound and to translate himself into the understanding of others, one can better appreciate the significance of a speech defect. Stuttering is a constant mental and physical pain"

It would be easy to continue quoting the author's statements, so vividly is this book written, and so steadily does it hold the attention of the reader. Lacking space to do this, we may summarize the main thesis.

Giving first a brief history of his background and early environment, Mr. Johnson states that his stuttering began at the age of five. He then goes on to indicate, throughout the remaining chapters, how the fact of his handicap affected all his subsequent development. He describes first his sensations which accompany stuttering. "In more severe instances of stuttering, or anticipation of stuttering, I have become aware of an increased rate of heart beat, heightened blood pressure, flushing perspiration, and trembling. The mental accompaniments have been chiefly dread, anguish, and a longing to escape, to vanish from the sight of those about me. I have felt weak, pathetically mortified, and incapable of speaking I should like to add at this point that the above describes something

like what the stutterer is subjected to, for example, when a teacher calls on him for an oral recitation in the classroom!"

One of the first consequences of his stuttering the author indicates to have been a deliberate cultivation of a genial disposition, because it was advantageous to a child in his predicament. When he was even as young as eight years he realized how he could become a polite listener without appearing stupid; he learned how to encourage humor and to feign laughter in order to divert attention from his speech. "I laughed long and loud at my friends' attempts at wit, and they generally took my reaction to be complimentary My hilarity was, for one purpose, a smoke-screen" which permitted the child to move along with a minimum of social friction.

Mr. Johnson also attributes his great effort and success in scholarship to have been due primarily to his stuttering; that handicap drove him to exertion. "Without displaying a superiority gained by effort, I was an ordinary stutterer" He speaks of the wisdom of his public school teacher who did not seek to penalize him for his failure to recite adequately, but instead sought to give him security by enriching his school life. "All too many stutterers have suffered (the) very ill result of narrow-minded pedagogy. At the eighth-grade level, stutterers on the whole are retarded one grade; the significance of this fact is ominous. There is something criminal about it in view of the fact that no investigations have reasonably indicated that the stutterers are less intelligent than non-stutterers."

Other compensations and interests which the author sought as a growing child to give him the social security to last through his handicap were in writing and in games. In writing he found a means of expression and of power which did not depend on facility with the spoken word. While to win a foot race meant "that my playmates respected that fact, and were likely to remember it later

*Johnson, Wendell, *Because I Stutter*. New York: D. Appleton and Co., 1930. Pp. XV and 127.

whenever my stumbling tongue tended to make me appear inferior." He also writes of his world of phantasy, a dream-world wherein he did not stutter, but was fluent, a world where he could spend increasing amounts of time in escape from reality. He writes of his shock of disappointment of his finding that he was not cured when he attended a "stuttering school" at the age of seventeen, and of his subsequent drawing away from social interests and his rebellious attitude, when by revolt and flaunting criticism he could once more rise above the level of a mere stutterer.

The last of this interesting book deals with the author's experiences at the speech clinic at the university which he entered in his junior year, of the careful analysis there made of his difficulty, and of his subsequent and increasing improvement in speech.

To the teacher who finds herself face to face with the problem of how to assist the young stutterer in her class-room, this book will be full of suggestions, of procedures to avoid at least, and cannot fail to lend her insight into the feelings of a stutterer, of which, Mr. Johnson states, there are more than a million in this country alone.

Social Development of Young Children.—In "The Wants of Seven Children"* Dr. Berne has undertaken to develop and apply a method for studying the motivating forces, or wants, in the behavior of a group of pre-school children ranging in age from two years to four years six months. The overt behavior of the different children was observed simultaneously, yet in rotation, the observations covering 540 hours of behavior, during free play, organized play, lunch and sleep periods at the nursery school.

The author found two types of wants, non-social and social. The non-social wants were those necessary to the physical existence, or physical and mental development of the organism. The social wants seemed to fall under six main headings: wants for aloof observation of other persons, coöperation with other persons, self-conformance, others'-conformance, self-determination, and self-superiority. Among other tendencies, the results indicated that the means for the younger children in vocalization, aloof observation, and the total of the non-social behavior were significantly higher than the means for the older children, while in self-superiority the older children had a higher mean.

To the nursery school teacher one of the most interesting facts indicated by this study is the greater tendency of the children under three years to get their social satisfactions in aloof watching and listening to other persons. "... the children watched and listened to others and at the same time kept themselves from activity with others."

This tendency to watch others before entering personally into their play which Dr. Berne found to be more characteristic of the younger children may be a phase of development which nursery school teachers may need to safeguard. Granted that it is desirable that all children learn eventually to adjust socially, and to learn the give and take of active play, we are by no means sure of how much of this process can be undergone by the very young child. There is little research to guide the teacher who would find the most wholesome ways to introduce the two-year-old to group life, especially if he must be with three- and four-year-olds. It is from such studies as Dr. Berne's and many others that are needed that we may learn to differentiate our nursery school procedure for children of varying age levels.

*Berne, Esther Van Cleave, *An Investigation of the Wants of Seven Children*. Iowa City, Iowa, University of Iowa Studies in Child Welfare, Vol. IV, No. 2, 1930. Pp. 61.

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